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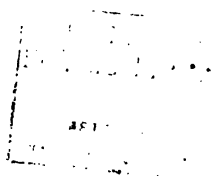
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THE READING HOUR IN PUBLIC SCHOOL DISTRICT NO. 5, DAKOTA COUNTY,  
MINNESOTA

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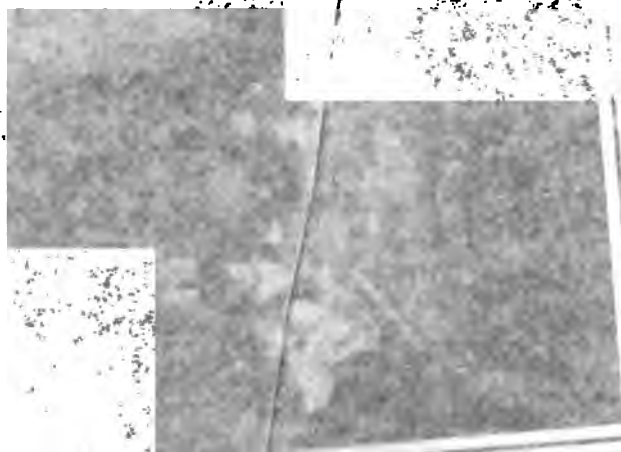
# THE LIBRARY THE SCHOOL

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# THE LIBRARY AND THE SCHOOL

BY

CLAUDE G. LELAND, HELENE LOUISE  
DICKEY, EMMA MONT McRAE, S. T.  
DIAL, U. J. HOFFMAN, HOMER H.  
SEERLEY, C. P. CARY, J. W. OLSEN

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ILLUSTRATED



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# CONTENTS

CHAP.		PAGE
I.	THE WORLD'S LARGEST CIRCULATING LIBRARY . . . . . How New York Guides Its Children Through Good Reading <div style="text-align: right; margin-right: 20px;"><i>By Claude G. Leland</i> Superintendent of Libraries, Department of Education, New York</div>	1
II.	THE CHILDREN'S CENTURY . . . . . STIMULATING THE LIVES OF CHICAGO SCHOOL CHILDREN THROUGH WELL-CHOSEN BOOKS <div style="text-align: right; margin-right: 20px;"><i>By Helene Louise Dickey</i> Librarian, Chicago Normal School</div>	17
III.	GUIDING YOUNG READERS . . . . . THE INFLUENCE OF EIGHT THOUSAND SCHOOL LIBRARIES IN INDIANA, WHERE THE FIRST YOUNG PEOPLE'S READING CIRCLE WAS ORGANIZED <div style="text-align: right; margin-right: 20px;"><i>By Emma Mont McRae</i> Professor of English in Purdue University, La Fayette, Indiana</div>	31
IV.	OHIO'S FIFTY THOUSAND TRAVELLING BOOKS . . . . . <div style="text-align: right; margin-right: 20px;"><i>By S. T. Dial</i> Formerly President of the Ohio Teachers' Reading Circle</div>	40
V.	WHAT THE LIBRARY MEANS TO THE SCHOOL . . . . . "WITH NO LIBRARY IN THE SCHOOL, THE REAL WORK OF THE SCHOOL CANNOT BE DONE" <div style="text-align: right; margin-right: 20px;"><i>By U. J. Hoffman</i> President of the Illinois Pupils' Reading Circle</div>	51

## CONTENTS

CHAP.		PAGE
VI.	THE USE OF GOOD BOOKS IN GENERAL EDUCATION . . . . .	58
	By <i>Homer H. Seerley.</i> President of the State Normal School, Iowa	
VII.	"EDUCATING ALL THE PEOPLE ALL THE TIME" . . . . .	72
	READING IN THE MOST POLYGLOT STATE IN THE UNION	
	By <i>C. P. Cary</i> Superintendent of Public Instruction in Wisconsin	
VIII.	LIBRARY WORK AMONG THE CHILDREN OF MINNESOTA . . . . .	80
	By <i>J. W. Olsen</i> Formerly State Superintendent of Public Instruction	

## ILLUSTRATIONS

THE READING HOUR IN PUBLIC SCHOOL DISTRICT NO. 5, DAKOTA COUNTY, MINNESOTA . . . . .	<i>Frontispiece</i>
CLAUDE G. LELAND, SUPERINTENDENT OF LIBRARIES, DEPARTMENT OF EDUCATION, NEW YORK . . . . .	<i>Facing p.</i> 4
JAMES F. HOSIC, PROFESSOR OF ENGLISH IN THE CHICAGO NORMAL SCHOOL . . . . .	" 20
FASSETT A. COTTON, SUPERINTENDENT OF PUBLIC INSTRUCTION IN INDIANA . . . . .	" 38
EXCHANGING BOOKS IN THE READING-ROOM, CIN- CINNATI PUBLIC LIBRARY . . . . .	" 44
F. A. KENDALL, MANAGER AND SECRETARY OF THE ILLINOIS PUPILS READING CIRCLE . . . . .	" 52
JOHN F. RIGGS, SUPERINTENDENT OF PUBLIC IN- STRUCTION IN IOWA . . . . .	" 60
CHARLES P. CARY, SUPERINTENDENT OF PUBLIC IN- STRUCTION IN WISCONSIN . . . . .	" 74



## INTRODUCTION

THE many-sidedness of the American people is illustrated in their use of books. The visiting foreigner calls us a nation of newspaper-readers. So we are, and we are also a nation of weekly paper and magazine readers. As to books, there is undoubtedly room for improvement. It is a sad fact, lamented of authors and publishers, that the man who will readily exchange five dollars of good money for a bad restaurant dinner will tie up his purse-strings when offered a book which will make him wiser and happier at a quarter of the price. The precepts which Cicero and many other sages have uttered concerning the permanent value of investments in books have not taken full possession of our ninety million people as yet. Doubtless they will.

Yet among an appreciable proportion of our millions there has developed of recent years a quickened realization of the value of good books. Side by side with the general growth of the newspaper and magazine habit there have been ushered into being a new army of well-trained readers of books. This development, which in its present phase began

## INTRODUCTION

some thirty years ago, originated in the educational field. But it is not a question of text-books. Indispensable as they may be to the mental upbuilding of children and to text-book houses, they are not commonly to be classed as literature pursued for the sake of diversion. The relatively new development of which we think the average man has little cognizance is the use made of general literature through educational mediums like school libraries, and particularly the great organizations of the Middle West and Northwest, known as pupils' and teachers' reading circles.

Now there was a time in the dim and Puritan past when the reading of mere stories was looked at askance and the mental pabulum of the young was essentially didactic. But the children of to-day are encouraged to read Mark Twain and Stevenson and other story-tellers, and thereby books become an intimate and much-prized part of lives at a time when the young imagination is peculiarly in need of guidance. The restraint of another generation which led to surreptitious indulgence in dime novels and shockers had been replaced by wise and sympathetic guidance.

How vast and influential this supplementary aid has become is shown in this book by educators who are leading figures in this significant and interesting work throughout the country. It will be news, we suspect, to the readers of this volume that in New

## INTRODUCTION

York City the library system of the public schools shows a larger circulation of books than any other library in the world. And this great organization, with its circulation of over six millions, exists to inculcate an interest in good literature in the children of New York. In Chicago a similar system has been built up of increasing magnitude and efficiency. But this generous opportunity for education, which means so peculiarly much to the great foreign population of these cities, finds remarkable illustrations throughout many of the Western States. It is not only in the towns, but perhaps even more effectively at the cross-roads, that the little school libraries are teaching wisdom and light from day to day in tales and verses and popular child's histories which arrest interest and appeal to imagination. The little district school-house, with five pupils and a library of a hundred books, has an eloquence more convincing than some stately library buildings burdened with costs of maintenance.

The methods and scope of these reading circles, school libraries, teachers' libraries, and travelling libraries are explained in chapters dealing with Indiana, Ohio, Illinois, Iowa, Wisconsin, and Minnesota as typical illustrations of a great system maintained by earnest, broad-minded, and efficient men and women, who are wisely making reading a pleasure instead of investing English literature with the repellent character which it is assuming in our East-



## INTRODUCTION

ern private schools under the influence of the Harvard entrance requirements in English. The excellent work done in certain other States we can only leave to be inferred from the types presented, but we think that the pictures which are presented will be sufficiently illuminating and significant not only to arrest attention, but also to cause serious misgivings along the somewhat complacent Atlantic seaboard when the literary chances of Western children are directly compared with those in the East.

One emphatic feature of all this use of books is the constant effort to place ethical or civic or other sound ideals before this multitude of readers. The stories wherein perservance, pluck, and energy have paved the hero's way, the triumph of right, the lessons to be unconsciously drawn from great lives and deeds of history—the love of country, knowledge of the past, and the present responsibilities of citizens, the wonders of modern science—these are among the influences conveyed through the school library books circulating daily from city to cross-roads throughout the heart of our country. It is a civic work, a moral work, a great movement which may well be summarized as the making of good citizens.

# THE LIBRARY AND THE SCHOOL



# THE LIBRARY AND THE SCHOOL

## I

### THE WORLD'S LARGEST CIRCULATING LIBRARY

**W**ITH half a million carefully selected and graded children's books, the Board of Education of New York City carries on an active campaign against the cheap and sensational literature of the newsstand and the indifferent trash that has long masqueraded as "good books for boys and girls."

In some eleven thousand class-rooms in the elementary schools are small collections averaging from thirty to forty books—not text-books, understand—but real live attractive library books by Louisa M. Alcott, Mrs. Burnett, Mark Twain, James Otis, Stoddard, Henty, Cooper, Scott, and many other writers familiar to the young people of this generation. Combined, these little branch libraries form one of the largest libraries in the country in point of numbers, and in recorded usefulness, the largest

## THE LIBRARY AND THE SCHOOL

in the world. There is not a great variety offered, but the selection aims to be of exceedingly good quality, the very best obtainable; with an idea of creating a taste for wholesome literary food in the school-room, and then turning the child over to the public library later on for larger range.

Books are usually the silent companions of our boys and girls when school work is over and they withdraw from the playground, but parents who are very particular about the children with whom their sons and daughters associate are often sadly indifferent to the standing or character of their book companions. This is shown by the quality of the gift books distributed each year at the holiday season by well-meaning mothers and fathers. And so it happens that the teacher nowadays has not only to watch over the child's health, physical and mental, during school hours, but also has to keep an eye on what he reads out of school hours. The public libraries with their attractive children's rooms are of inestimable value, but of home influence in the right direction there is little, often none at all, where it might be expected. The wisdom, therefore, of beginning library work in the class-room has long since been demonstrated. It is worth while making the child's workroom attractive and pleasant with books, for it is the only place where the great majority find refining influences and even the ordinary comforts of life.

## THE LARGEST CIRCULATING LIBRARY

What many of the best teachers have been doing themselves for years—that is, collecting children's books for their class-rooms—the Board of Education has done systematically since 1893, when class-room libraries were organized in every elementary public school in Greater New York, by a Bureau of Libraries under the direction of the Committee on Lectures and Libraries. In this office hundreds of children's books are examined yearly. The authorized lists for the different grades are prepared and published in the form of an annotated catalogue, and eighty thousand books are purchased annually through the Department of Supplies. A school library bulletin calling attention to children's books of accepted worth, by excerpts, pictures, short reviews, and bibliographies is also published monthly and sent to each grammar class. Here, too, teachers' reference libraries are catalogued and arranged, for each school has a general collection of standard books on teaching and educational subjects as well as its system of class-room libraries.

The State of New York, which has been aiding school libraries since the days of De Witt Clinton, contributes to the support of this work as much as the City of New York raises for the purpose, under the law, or two dollars per teacher. This gives a total amount from both sources of about \$56,000 for the four hundred and eighty-four schools in the city, every cent of which is spent for books.

## THE LIBRARY AND THE SCHOOL

During the nine months of the last school year the five hundred thousand members of this school library drew out for home use 6,782,125 books. Sixty per cent. of this circulation was recorded in the libraries of the third, fourth, and fifth year classes, where the children are from nine to twelve years of age.

The statistics of any library do not by any means indicate the number of books actually read. We have reason to believe, however, that the school library circulation means more than the usual library figures of this character, because the teachers have a way of asking for reports on reading. Each teacher is librarian for her room, and in the higher classes pupils are appointed to assist. The position of class librarian is one of honor and usually falls to the "greatest reader" in the class. Access to the books for reference is had at all times, but once a week a library period or book talk is held. Ordinarily the child is asked to tell something about the story read, and perhaps to write a composition on it.

A year ago the pupils of the grammar grades were asked to write short reviews of their favorite books in the class library, and these reviews, numbering several thousand, written without any knowledge on the pupil's part of the use to be made of their opinions, were collected and tabulated in the Bureau of Libraries and the following list made, in order of popularity:

## THE LARGEST CIRCULATING LIBRARY

### FAVORITE BOOKS IN LIBRARIES OF THE GRAMMAR GRADES

- 1 *Little Women* (Alcott).
- 2 *Sara Crewe* (Burnett).
- 3 *Uncle Tom's Cabin* (Stowe).
- 4 *Black Beauty* (Sewell).
- 5 *Birds' Christmas Carol* (Wiggin).
- 6 *Robinson Crusoe* (De Foe).
- 7 *Rebecca of Sunnybrook Farm* (Wiggin).
- 8 *Old-Fashioned Girl* (Alcott).
- 9 *Grimm's Fairy Tales*.
- 10 *Evangeline* (Longfellow).
- 11 *Alice in Wonderland* (Carroll).
- 12 *Little Lord Fauntleroy* (Burnett).
- 13 *Little Men* (Alcott).
- 14 *Revolutionary Maid* (Blanchard).
- 15 *Five Little Peppers* (Sidney).
- 16 *John Halifax* (Mulock).
- 17 *Bow of Orange Ribbon* (Barr).
- 18 *Under the Lilacs* (Alcott).
- 19 *David Copperfield* (Dickens).
- 20 *Hope Benham* (Perry).
- 21 *Trinity Bells* (Barr).
- 22 *Eight Cousins* (Alcott).
- 23 *For the Honor of the School* (Barbour).
- 24 *Girl of '76* (Blanchard).
- 25 *Ivanhoe* (Scott).
- 26 *Little Lame Prince* (Mulock).



## THE LIBRARY AND THE SCHOOL

- 27 *Oliver Twist* (Dickens).
- 28 *Ramona* (Jackson).
- 29 *Story of Betty* (Wells).
- 30 *Andersen's Fairy Tales*.
- 31 *Donald and Dorothy* (Dodge).
- 32 *Lady of the Lake* (Scott).
- 33 *Merchant of Venice* (Shakespeare).
- 34 *Christmas Carol* (Dickens).
- 35 *Blue Fairy Book* (Lang).
- 36 *Huckleberry Finn* (Twain).
- 37 *Julius Cæsar* (Shakespeare).
- 38 *Man Without a Country* (Hale).
- 39 *Patty Fairfield* (Wells).
- 40 *Robin Hood* (Pyle).
- 41 *Tales from Shakespeare* (Lamb).
- 42 *What Katy Did at School* (Coolidge).
- 43 *Beautiful Joe* (Saunders).
- 44 *Gypsy Breynton* (Phelps).
- 45 *Jackanapes* (Ewing).
- 46 *Miss Lochinvar* (Taggart).
- 47 *Search for Andrew Field* (Tomlinson).
- 48 *Wonder Book* (Hawthorne).

Although by no means final, data of this kind are decidedly interesting and at least an indication of what children prefer, if they haven't access to books and authors of the sensational type. The next test may result in an entirely different choice of authors but undoubtedly Miss Alcott, Mrs. Burnett, and Mrs.

## THE LARGEST CIRCULATING LIBRARY

Wiggin will stand for many years at the head or very near it. May their firm hold on the affections of American children never grow less.

There are among these young book-reviewers the usual number who choose what they think the teacher will approve or has suggested, and calmly vote for *Evangeline*, or *Lady of the Lake* as their favorite, when *Treasure Island*, *Under the Lilacs*, or *Rebecca* are to be had. But there are so many original opinions quaintly expressed, so many untrammelled criticisms straight from the shoulder, that, take them all in all, I believe the youngsters are the sanest critics, the most reliable, and therefore some of their ideas about books are given below for the benefit of their elders. The italics are mine.

It may be said that no new reasons why children like books were discovered. Evidently the old ones still hold good. There must be plenty of life and action and conversation. The books must be well illustrated, and there must be a lack of long descriptions and digressions. As one child expresses it, "I like it very much because there is so much *asking* and *telling* in it." "I like the book because it is always nearing a climax and you cannot lay the book down, thinking by doing so you will miss something."

Again, "I do not like it very much because *it has no conversation in it.*"

"The book is full of humor, besides there is not one word I do not understand."

## THE LIBRARY AND THE SCHOOL

Some of the opinions offered on standard authors and children's classics are to the point.

"It is just so in life; we very often find people who act exactly as Æsop's animals. The crafty and sly people are waiting for a chance to pounce on their innocent neighbors. Sooner or later, however, they always show themselves in their true colors. All of Æsop's fables contain some moral. I think they are very helpful."

Thackeray's *The Rose and the Ring* is recommended "to everybody, especially a person who is feeling blue or who is not in good humor. It has certainly been given a wide circulation in our class. *The book is thick, but the writing is large, and you can finish it in a short while.*"

In describing *Kenilworth*, one little girl says: "I find this a far more interesting way of reading history, although it may be exaggerated, than some old volume full of dates written by a gray-haired philosopher."

"Any boy who likes stories of adventure should read it [*Swiss Family Robinson*] instead of dime novels. *I like this book, because when I am angry, sulky, lazy, or sick, I just pick it up and it works like magic in changing my mood.*"

The historical stories by Tomlinson, Otis, Stoddard, Henty, Munroe, Howard Pyle, and others, are widely read by the boys, and without doubt lead to an interest in more serious books along historical lines.

## THE LARGEST CIRCULATING LIBRARY

One boy states that his high standing in English history is due largely to his having read so much Henty.

The following composition by a young foreign-born citizen of the sixth year named Antonio Letito is given verbatim as an indication of the value of the class library in the teacher's daily work of making Americans out of the little lads of the tenements.

### "WHAT BOOK I LIKE BEST, AND WHY

"I do not know of a particular book I like best, but of all I have read, I like *History of Our Country* best. I like it because it tells how they fought, and how many battles they fought to be free from England. It was that great man Washington who led them against the English. If it wasn't for him, maybe to this day we would be in England's possession. It also tells about the great Civil War we had and the great men on both sides. It was Lincoln in this war who set the slaves free. We had so far twenty-six Presidents, from Washington to Roosevelt. *In reading the 'History of Our Country' it gives such feelings as to make one be a patriot also.*"

A sixth-grade boy who had read the *Autobiography* concludes that "Benjamin Franklin was a very smart man. When he was about twelve years old he went out to work for his father. He made candles in that business, and he did not like it because his brother bossed him. After that he went

## THE LIBRARY AND THE SCHOOL

to Philadelphia and walked all the way. He got a job in a printing-office. When he learned something about printing he started a little business of his own. He was very successful, but it was very hard. He soon marries the girl that laughed at him."

"James Otis, who has written many books for boys, is my favorite author. The reasons that I prefer this author's works are because the hero or heroes of the stories do not do *unusual things as Alger's heroes do, but accomplish everything naturally.*"

The success of the Public School Athletic League has increased the demand for books on track athletics, baseball, football, etc. *Tom Brown's School Days* does not appear among the list of the most popular books, but several good reviews of this famous school story have been received. In every one the part selected as the most interesting by the reader was the chapter on "the fight." The same was true of Captain King's excellent story of West Point, *Cadet Days*.

The nature story that appears to be most popular at the present time is London's *Call of the Wild*, and although this book was not written for children, it has been appropriated by them, as, for that matter, has every really great book from *Robinson Crusoe* down to date.

A sympathetic little girl expresses the views of

## THE LARGEST CIRCULATING LIBRARY

many when she writes: "*I have seen many horses in New York City who looked as though they had experienced just such a life as 'Black Beauty.' I have noticed that most of the cab-horses have a sore leg or a knee; they all look as though they had seen better days.*"

It is rather remarkable to note that very few votes were cast for either Thompson-Seton, Long, Burroughs, or Kipling. The teachers report success with their stories when read aloud to the class and properly introduced, but on the whole the nature book cannot be said to be received with anywhere near the favor one might expect.

Perhaps the following critical remark on a certain nature author's work by a sixth-grade girl may explain the lack of enthusiasm: "It is calculated to interest children and grown folks, too. *The grown folks will catch the author's meaning.*"

Paul du Chaillu holds first place among the writers of travel for children. Thomas Knox still has his supporters, as have Ober and Butterworth. Johanna Spyri's beautiful tale of the Alps, *Heidi*, Stanley's *My Kalulu*, Grinnell's *Jack the Young Ranchman*, Garland's *Boy Life on the Prairie*, are some of the stories with plenty of "local color" that made a special appeal.

When it comes to "fictions," as the wiser children who go to the public library have learned to call them, it is very encouraging, on the whole, to know that no author receives more real apprecia-

## THE LIBRARY AND THE SCHOOL

tion than the father of *Tom Sawyer* and *Huckleberry Finn*. Any question as to the moral influence of his books is answered by the following revelations which appear in boys' compositions from the sixth to the eighth grades:

"The wonderful book of fiction called *The Adventures of Tom Sawyer* was written in Harvard in 1876 by Mark Twain. The most principal parts are where Tom runs away from home and becomes a pirate, and how he saved Becky from a licking by the schoolmaster."

"*Tom Sawyer* is my favorite book, because it is full of adventures. *It teaches me to be kind to all dumb animals and to have courage when danger is near.*"

"The best book of a funny sort that I ever read is *Tom Sawyer*, by the celebrated author Mark Twain. The book is a very good book, because it brings out the good and bad of the boy, and I advise you to read it if you have not already done so."

"There is a book in the class library which I like better than any I have thus far read. It is by Mark Twain, and the name of the book is *Huckleberry Finn*. If all of Mark Twain's books are as good as this one, he is certainly in my opinion a very good author."

"*The Adventures of Huckleberry Finn*. This book tells us about a poor orphan boy who had to sleep in barrels, beg the food he ate and the clothes he wore. It tells us how the boy found a treasure-cave,

## THE LARGEST CIRCULATING LIBRARY

and how a lady taught him to be clean, to read and write, and say his prayers. He hated to be clean and sleep in a feather-bed. He liked to be dirty and sleep in barrels with the hogs in the tanyards. This book is written to show boys what it is to be without a home, to be without an education, to be without a father and mother and brothers and sisters, and to be ignorant of God. I think this is a good book for boys to read. It teaches them how to make their way in the world."

Of *The Prince and the Pauper* one boy says: "This book was written for the purpose of giving the present generation a view of the past, and how little was the understanding between the noble class of people and the poor. We should learn to know by this book to judge the poor, be we rich; to judge the rich, be we poor. The object of the writer is to bring us to a clear understanding of our human race, as we sometimes seem to ignore that we are all brethren."

Mrs. Dodge's stories are all favorites. Next to *Hans Brinker* perhaps *The Land of Pluck* is most popular.

Miss Alcott, as the list indicates, easily holds first place among writers for girls. "In *Little Women*, the characters are so real that we would hardly be surprised to see them step out of the book and shake hands like old friends."

*Sara Crewe*, *Little Saint Elizabeth*, Mrs. Jamison's *Toinette's Philip* are all prime favorites.



## THE LIBRARY AND THE SCHOOL

*Rebecca of Sunnybrook Farm* never fails to please; and *Birds' Christmas Carol* is also much in demand.

Perhaps Mrs. Whitney's books are too didactic for the present generation, although many do not find them so. In speaking of one of her books, a girl says: "It is an *extremely interesting book, but I would not care to read it again.*"

The books taken home by the children are read by many fathers and mothers, and are of inestimable value in teaching foreign-born citizens not only the language, but our ideals and ideas as well.

"I read in the evenings and on rainy days. Sometimes I read to my sisters, and they read to me. My father likes the books I bring from the library," reports one boy.

"While mamma is busy sewing or at work I read to her, which she enjoys, and while I am sick she reads to me, so one good turn deserves another. Mamma likes the *Girl of '76* as well as I do."

A teacher reports that one little girl had to have Coffin's *Boys of '76* renewed four times, because when she took it home her father found it and read it. Then Uncle George came in one evening and picked it up. He read it and took it home to the grandfather, a Civil War veteran, and between them all she hadn't had a chance to even look at the pictures.

Many popular writers for boys who have entertained us in the past no longer find places on the shelves of any reputable library. The popu-

## THE LARGEST CIRCULATING LIBRARY

larity of their books depends usually upon the lively style in which they are written and the remarkable adventures they set forth. The books are not immoral, but they are poorly written, their heroes are too often of the "cheap and smart" variety, and their ideals are not always the best. There is a great variety of material at present just as interesting and of a much higher tone that should replace this cheap literature. As unwholesome as this sort of literature may be for boys, stories of the *Elsie Dinsmore* variety are beyond question every bit as injurious for girls. Elsie, who begins in infancy to reform her father, is carried down through any number of books until she retires from the scene as a grandmother. The whole series presents false ideas of life to girls, and yet they are widely read and given as presents by hosts of well-meaning aunts and mothers.

It is interesting to compare the favorite books chosen by the children of to-day with a test of a like kind made many years ago, when there were barely as many readers or as many books in the entire public school system as there are now in one of the large schools of Brooklyn or Manhattan, that house over five thousand pupils. The forty-first annual report of the Public School Society, 1847, contains an appendix on libraries. The catalogue of books is especially interesting to the student of children's literature, particularly as the compara-

## THE LIBRARY AND THE SCHOOL

tive popularity of each book is indicated by the number of times it was drawn. Miss Sidgwick heads the list with twelve hundred and forty-seven readers for *Poor Rich Man and the Rich Man Poor*; Dana's *Two Years Before the Mast* found nine hundred and twenty readers. *The Elephant in the Wild State* was not neglected by six hundred and ninety-eight adventurous pupils. *Sanford and Merton* was not outgrown by American youth. Goldsmith's were the popular histories. Few school-boys of to-day know the story of *Pitcairn's Island*, then read by five hundred and twenty-six. Natural philosophy seemed to appeal to youths of more tender years than at the present day. Aside from Dana's account of sailor life, these titles are unknown to the children of to-day. How many of our favorite authors will stand the test of sixty years?

A touching anecdote is related by Charles E. Andrews in his *History of the New York African Free School, 1830*: "A little fellow ten years of age, belonging to the school, was asked, among other things, by Dr. Samuel L. Mitchell, of this city, whether any other planet besides the earth had a satellite or moon. He answered, 'Yes, sir; Saturn has seven, and Jupiter has four, and they all gravitate toward their respective principals.' He was then asked how he came to know so much about these subjects. Answer: 'From reading books, sir, in the school library.'"

## II

### THE CHILDREN'S CENTURY

A SIGNIFICANT social and educational movement of the last century was the growth and interest in child life and child study. We have now reached the children's century. The present might be termed an age of child study. We must know the child in school and in society. We have the school child, the library child, and the home child, the little soul responding and developing in these environments.

We hear a great deal about reforms in education—a great pedagogical demand. Can this not be traced to the development of the parent as well as to the education of the teacher? The child study organizations in college, university, and normal schools are supplemented by Parents' School Clubs, League of Parents' Clubs, Congress of Mothers (in which the fathers are deeply interested). The school, the library, and the home are all working along the same lines to develop the child, the coming citizen, for a broad and useful life. A well-known sociologist has

## THE LIBRARY AND THE SCHOOL

said that the greatest success of social reform lies in the work for children. If the children of the present are taught aright, the coming generation will tend in the same direction and by unconscious evolution good will be wrought.

The appearance of Hughes's *Dickens as an Educator* suggests the importance of *literature* as a source of pedagogy. Modern pedagogy puts the child in the midst of us; literature offers one of many ways to study the child. We see the child through keen eyes and great minds.

Dickens, Victor Hugo, Holmes, and Alcott have described childhood and adolescence. Then we have such excellent studies as *Tom Brown's School Days*, *Captains Courageous*, *Being a Boy*, *The Story of a Bad Boy*, and books of an autobiographical character like *The Mill on the Floss*, *David Copperfield*, and *The One I Knew Best of All*. Wordsworth has his *Alice Fell* and *Lucy Grey*. Goldsmith amused himself with the child in *The Vicar of Wakefield*, and delighted us with the *Renowned History of Goody Two Shoes*.

From the enjoyment of the child in literature we pass on to our association with the child in real life. We have the child in the schools, and all the educators connected with our system of education are earnestly striving for the best administration for the young.

Chicago has been growing so rapidly, and so much

## THE CHILDREN'S CENTURY

has been needed for school buildings and supplying most urgent demands, that no large amount of money has been available for school libraries. The Chicago Board of Education annually spends several thousand dollars in supplementary reading for the schools. Each school is allowed to select books from a supplementary reading-list provided by the board to an amount in proportion to the number of pupils in the school. Each new school receives one hundred dollars for a library, and additions to the library, in most cases, are made by money obtained through entertainments given by the school children.

Library books are selected from a library list made by a committee appointed by the superintendent. The available funds for the purchase of these books is an appropriation made by the Board of Education from year to year.

Samples of books on the library and supplementary reading-lists are at the Board of Education rooms, forming a reference library for the teachers to consult when purchasing for their schools. Most of these have been contributed by the publishers.

In an annual school report of the committee on finance a statement of expenditures to September, 1908, gives as an apportionment for school libraries \$15,000. In 1908 library books were purchased with special funds like the Bass, Carpenter, Howland,

## THE LIBRARY AND THE SCHOOL

Kosminski, Newberry, Normal, Moseley Book Fund, the Scammon fund, and the like, to the amount of \$1,161.62.

I have observed that the question of good reading material in the schools and the influence of "the book" is a vital one to our teachers. In the Normal Extension classes given for the teachers of the city several classes are studying children's literature and books, and others are making an earnest study of oral story-telling ways of introducing books to children.

### NORMAL-SCHOOL LIBRARY PICTURES

Mr. Hoscic, at the head of the English department of the Chicago Normal School, and his able assistants have several classes of students in the study of children's literature, where such educational material and ethnic monuments as Homer, the Niebelungen tales, and the Arthurian legends are studied and the embryo teachers are taught, "Where the world is young there youth belongs and is at home," and that the great classics of the race are the children's, as is all literature, by simple birthright. A syllabus recently published by Mr. Hoscic, which has grown out of his experience and labor with many teachers, is a guide in English to the teachers in our elementary schools which I believe will fill a long-felt want.

## THE CHILDREN'S CENTURY

### KINDERGARTEN PICTURES

In many of the schools of the city, beginning with the kindergarten, the child is introduced to good literature under the spell of the story-teller's art. *Æsop, Mother Goose Rhymes and Tales, Little Red Hen and a Grain of Wheat, The Little Gray Pony, and How Little Cedric Became a Knight* are favorites in the kindergarten.

In considering school literature, I find in the Chicago schools a great variety of work. At the Forestville school emphasis is placed on music, literature, and art. Miss Holbrook, the principal, has the children read real literature from the first grade. Beginning with the *Hiawatha Primer* in the first grade, literature and art form a basis for all work. Among the younger children fairy-stories are read and short stories told. These are often retold by the children. They memorize short poems and begin dramatization, which is carried all through the grades. In the lower grades they begin building a vocabulary. The ear is trained by music and reading aloud and story-telling, but with this is associated memory and expression through the hand. The use of the dictionary is taught, beginning with the third grade. Miss Holbrook says it is natural for children to write poetry, says they write better verse than prose. "They think in numbers, as is the case in race development." As



## THE LIBRARY AND THE SCHOOL

an example, note the following written by a little third-grader:

"Once the sweet and fresh spring dew  
Fell on a pretty violet blue,  
And said, 'Wake up, sweet violet dear,  
'Tis time to bloom, for spring is near.'"

The following was written by a boy in the eighth grade in celebrating Lincoln's Birthday (same school):

"ABRAHAM LINCOLN

"One hundred years have passed away  
Since on a dreary winter day  
God gave the world a noble man,  
A great and brave American.  
His deeds are known from pole to pole,  
Deeds speaking of a fine, brave soul.  
His words like sweet perfume of flowers  
Revive the heart in weary hours,  
And like a beacon clear and bright  
Transform all darkness into light.  
What joy to think we now may be  
The champions of liberty;  
And like this noble hero grand  
Give struggling men a helping hand."

The eighth grade of this school have dramatized *Silas Marner* and *Comus*. They read *L'Allegro*, *Saul*, and *Browning's Ballads* and plays of Shakespeare.

The upper grades have room libraries of about three hundred volumes. Book reviews are written once a month. A long review of *Henry the Navi-*

## THE CHILDREN'S CENTURY

*gator* ends with, "I like the story because it is told in an interesting way." Another one of *Joan of Arc* ends, "I like the book because it is so interesting, and shows how a kind and religious person can accomplish great things, no matter how poor that person may be."

Pyle's *Men of Iron*: "I like this story very much, because it tells the way in which England was ruled and for the *story* itself."

"I enjoyed reading *Little Men* very much; the boy I liked best was Dan the black sheep. He was very bad, but his friendship for Nat, a quiet, musical boy, was like that of Damon and Pythias."

In another school, where one of the rooms has started a circulating library for home reading, one boy says:

"I think our library will have a fine collection of books when it is well started. The books will be only the best, and yet most interesting, I hope. We have planned to have it the same as a big one on a small scale. We will have a committee to tend to it, as in a large one, and we can only keep books two weeks."

These children in writing about the books they have read and liked best, their own home reading, seem to be very fond of Louisa Alcott, *The Little Colonel* books, Cooper, Stevenson's *Treasure Island*, and Thompson-Seton. Girls as well as boys like books "with excitement in them." One little girl

## THE LIBRARY AND THE SCHOOL

says, "Although I have read a great many books, I always put books that are adventuresome at the head." This girl has read Henty and Alger. These children were seventh-grade pupils, twelve and thirteen years old.

These thoughts are repeated in several: "I like books that keep me in suspense." "I like to leave the most interesting part till the last, and then have it turn out different from what I thought it would." "A book is much more interesting to me if I do not know what is coming." One says, "If a book has an interesting title, I always want to read it." Many say they like books that carry on conversation.

One boy says: "I like books that have plenty of dash and energy in them. Some boys like books of fairies and goblins, but I like them not. James Otis also writes some good books. I do not like Alger's books because they are all on the same principle. They start with a boy that is poor and he gets rich and lives happily ever after. Of all these books, I like Cooper's books the best."

A little girl says: "I like books whose characters seem real and lifelike, being neither goody-goody nor villains. I think Lousia Alcott's books are especially interesting for that reason. I like Mrs. Mead's books and the *English Orphans* by Mrs. Holmes. I think one reason Alger's books are not liked so well is because his books are all on the same order, and

## THE CHILDREN'S CENTURY

his heroes are always boys without faults, which is impossible for even a boy. I do not read many books now, but more short stories. I like to figure out stories myself, but have never tried very hard, so do not know what I can do. I have read and enjoyed the following: *English Orphans*, *Sweet Girl Graduate*, *Helen's Babies*, *Old-Fashioned Girl*, *Lost in the Cañon*, *Ned in the Woods*, *The Boy Trapper*."

Another little girl says: "I have read many boys' stories as well as girls', but I have found none I like as Alger's books in boys' stories, for they do not have such awful adventures and tales. Books such as *Lavender and Old Lace*, by Myrtle Reed; *The Little Colonel Series*, by Johnson; *Little Women*, by Louisa Alcott, I like best. I like books of a great deal of conversation in them and very few descriptions."

A boy writes: "I like books that the writer does not boast of his favorite country, such as Henty does. Some writers only write of victories. Some writers make a practice of placing the characters in the enemies' hands, thus sometimes taking some interest out of the story. I like sometimes some history in a story; when there is a victory, the reason for it. When there is a defeat, the reason for it."

One boy "likes Napoleon Bonaparte or *The Deerfoot Series*, or something that has thrilling adventures in the story, but I'd rather be out doing something. I like the war stories also, because, after

## THE LIBRARY AND THE SCHOOL

you get through reading them, it does you some good."

Another says: "Books on the Western order I like, and some Indian stories and many other kinds. I have read many of Cooper's books which are very interesting. He has written some books which have one of the principal characters in several volumes, but under a different name. Some of Dickens's books are good, but others I don't like so well. Alger's books, after you have read one or two of them, are about all the same, so they are not very interesting."

In one of the city schools, libraries are distributed through the rooms, each teacher conducting the library to suit herself. Some give out the books weekly, and some set apart a reading-time in school hours. In one room the last half-hour in the morning, which, according to the programme, is the study hour, is taken for this purpose. Each pupil selects his book with the understanding that he must finish it, and quiet reading follows. Some time in the week, perhaps at a ten-minute opening exercise, perhaps at the English time, the books are discussed. From this reading it is noticed that there is a vast improvement in grasp of thought, command of language, and in the children's descriptive as well as observational powers.

At the Thomas Brenan School the eighth grades, for some years, have had a Thomas Brenan Literary

## THE CHILDREN'S CENTURY

Society. This is conducted under rules and regulations, as is usual in club-work. The dues are one cent a week, and the money so raised is expended for books. Debates, talks on literary subjects and on books, have grown so popular with the children in this school that a second literary club has been formed in lower grades, and is called the Thomas Brenan Junior Literary Club.

In a school in the Ghetto district they give the children in the fifth and sixth grades the King Arthur stories, Pyle's *Robin Hood*, *Greek and Norse Myths*, Spyri's *Heidi*, *Story of Roland*, and stories from the *Jungle Books*. Of these books the children like best the King Arthur stories and *Robin Hood*. The *Jungle Books* are not popular with them. *Fifty Famous Stories* is a book well liked and eagerly read. *Pinocchio* was read to them, and very much enjoyed.

Below are some of the expressions used to tell how they feel about these stories:

*King Arthur*—"I like the adventures. I like the skill of Lancelot in the tournaments."

*Pinocchio*—They like "the fun," sadness, mischief.

*Old Greek Stories*—"We like the words, the strange tales. They are unusual."

*Little Black Sambo*—"A lot of fun."

At the Libby School a story-telling plan based on cutting out pictures is most interesting and must be very helpful to children. The stories are the chil-

## THE LIBRARY AND THE SCHOOL

dren's choice, and are selected from history, nature study, and literature. The work is carried on through all the grades, beginning with the second. The stories are dramatized, and children pose for various parts. The cuttings are first made in large paper and used to decorate the walls of the rooms.

The story of Columbus has been told in a series of pictures showing Columbus as a lad in Italy; Columbus appealing to Isabella; the *Santa Maria*, *Nina*, and *Pinta* at sea; a sailor sighting land; the landing in America; Columbus at court on his return (with Indians); a triumphal procession. Afterward the children wrote the story and told it to other children of the school step by step.

*Silas Marner* was dramatized by the eighth grade, and illustrated with pictures of Marner's cottage; Eppie toddling to the hearth; Dunstan stealing the gold; Dunstan taking one fence too many; Eppie trying to catch the light; the home of Eppie.

In Chicago there has been no regularly stipulated amount of money spent for high-school libraries, but there have been appropriations from time to time. The eighteen high schools of the city all have libraries, some small, others larger. The library-work is usually in charge of a teacher of literature or history. The library facilities for these schools are most decidedly inadequate for the needs of the classes.

At the Wendell Phillips High School there is a

## THE CHILDREN'S CENTURY

very attractive library with about two thousand volumes made up of fiction, essays, poetical works, history, and science. Standard novels are drawn from the library for home reading. Scott, Dickens, Stevenson, Kipling's *Day's Work* and *Jungle Books*, and Hughes's *Tom Brown* are favorites.

The elementary schools, as well as the high schools, need more books. In some parts of the city children come from homes where there are no books. Where teachers are studying Colby's *Literature and Life in School*, MacClintock's *Literature in the Elementary Schools*, Chubb's *The Teaching of English*, Bryant's *How to Tell Stories to Children*, and then enter schools where there are few books—aside from textbooks, is it not asking them "to make bricks without straw"? And the *child*. Do we expect a child to learn to play well or sing well just from lessons in music? No, we expect him to practise music. If we had more *good wholesome story-books* in the schools for home reading, for the child to practise reading, he would soon learn to get thought from the printed pages; and if he could read about the things talked of in school, he would not get such misconceptions as "the hottest climate is found under the creator" or attempt to describe the "elementary canal."

The way to *learn* to read *is to read*. The way to learn to love literature is to have literature.

I make a plea for more books—for intellectual



## THE LIBRARY AND THE SCHOOL

enjoyment for the child. An intellectual *good time*, such as only books can give.

The time has passed when children's cravings for reading can be satisfied with Josephus and Plutarch's *Lives*. With the five-cent theatre on every corner and the automobile craze, the future trend is to a "no-time-to-read" age. This can be counteracted by giving *children* a love for books and reading.

While developing the child's love for reading I would not neglect any educational factor in his life. I would unfold his inmost possibilities and work for his unending progress, co-operating with definite activities; move with the dynamic trend of the day; the child-caring work in every form.

Mr. Roosevelt's White House conference on children, from which will probably develop a child-study bureau as a part of the work of the Interior Department; the Russell Sage Foundation work, one phase of which is playground extension; a request for an additional employé under the United States Bureau of Education with a \$3000 salary, "expert in the welfare of children"; the child-labor organizations; the bill which has recently passed the English Parliament providing for the physical welfare of children—all emphasize my belief that this may be termed the Children's Century.

### III

#### GUIDING YOUNG READERS

THERE are many persons whose childhood memories enable them to give most vivid pictures of their own childish efforts to conceal from parental eyes the much-coveted book. The more the book seemed to appeal to the boy or girl the more dangerous was it considered, and the more emphatic was the ban placed upon it by the sincere, anxious guardian of the child's welfare. To such a well-guarded child the story that was just "made up" very often expressed the highest sort of truth as he followed the career of some real being torn by conflicting emotions and yet rallying to the standard of the worthy hero. As the youthful culprit with the condemned book was nourished on the forbidden fruit, he found himself growing into a somewhat larger world. For in an indefinable sort of way the book is so personal, it becomes a companion who dares to say to one what the closest friend would sometimes hardly dare to say. If the book contains the message of a master, one who has had enkindled within him the divine fire, then the

## THE LIBRARY AND THE SCHOOL

reader responds from off his own altar fires, and so feels the glow of a redeeming force.

One may well ask, "What relation does the book sustain to the general process of education?" In raising this inquiry it is desirable for one to keep in mind that "book," as it is to be considered here, is the fit expression of truth, which makes of recorded thought a real book. Among these real books are many varying degrees of value, dependent somewhat upon the taste and needs of particular persons. Two mistakes are frequently made even by persons zealous for the good of young people in the process of their education. One is the notion that if a book has stood the test of time, if it has come to be regarded as great, therefore it must please every young person; otherwise he will have disclosed a very grave deficiency. But failure of appreciation may mean a lack of training leading to fine understanding, or it may mean that some peculiarity of mind or heart has made impossible a response to even what is well-nigh universal in its appeal. It certainly does not mean in every case a hopeless condition of depraved taste, but more often a condition of neglected or mistaken education.

The other mistake is frequently made in insisting upon teaching a child what he should find in a piece of literature, so that all the real help and enjoyment for him are destroyed. The child who browses among books carefully chosen is the one who really

## GUIDING YOUNG READERS

Comes to enjoy the highest function which books can perform in his education. Shall the schools teach literature? Yes, if it can be so taught as to make the child a real lover of the best books. Yes, if the child can escape the belittling and destructive influence sure to follow the teaching of those who by their critical analysis and forced interpretation may take all of the power and beauty out of the sweetest and the loftiest poem in the language.

What, then, is the place of the book in the life of the human being? It is to be the inspiring source of the highest ideals, it is to be the mainspring of the noblest purposes, it is to be the solace of the sorrow-stricken heart, it is to be the guide pointing the way to the heights of human endeavor.

In recognition of the value of books as a means of general culture, the Chautauqua movement made its beginning, and it has gone steadily on until in its beneficent influence it has reached not only to the remotest parts of our own country, but to foreign lands as well, carrying with it blessings for all, for those who had enjoyed privileges as well as those who were eager for a first chance. Inspired by this general movement, the State Teachers' Association of Indiana, in December, 1883, appointed from its own membership a Board of Directors, whose duty was to be the organization of a Teachers' Reading Circle. The feeling that prompted this action was the recognized need of better preparation on the

## THE LIBRARY AND THE SCHOOL

part of the teachers of the State. There were already many teachers who had had the training of some of the best colleges and normal schools of the State and of the country, but it was recognized that even teachers so trained needed to continue to grow as men and women and as teachers. Still more was it felt that the teachers of limited opportunities needed to have brought to them the possibility of gaining more culture as well as more knowledge. Through the twenty-five years of the life of this Circle there have been selected for the teachers of the State two books each year, one upon some phase of the professional work of the teacher, the other a book of pure literature or one of general interest. So there have been through the years books upon psychology, pedagogy, history of education, besides histories, poems, novels, dramas, essays. This work has been carried on with the most cordial support and recognition of the State Board of Education. The result has been a growing professional spirit, and a far better preparation for the work of teaching.

As the success of the Teachers' Circle came to be more and more assured, the thought was suggested that these teachers were but children of a larger growth, and that the children whom they were teaching should be given an opportunity, not afforded many of them either in the home or in the school, to come to know at first hand some of the best books. So, four years after the organization of the

## GUIDING YOUNG READERS

Teachers' Circle, under the supervision of the same Board of Directors, the Young People's Reading Circle had its beginning. This was the first children's circle in the United States.

The first consideration to which the Directors gave attention was what relation the work of the Circle should sustain to the work of the school. It was very strongly felt that it should not be an additional burden to either teacher or young people. It was thought that its purpose should be to provide at the lowest price obtainable the best books adapted to the different grades of the schools from the second year through the high school. The list for each year numbers about twenty books, and includes a wide range of subjects. The natural demand of the child for fairy stories, for stories of adventure, for tales of heroic deeds, for accounts of life, manners, and customs of other lands, for history, for biography, for songs and poems, for simple stories of boys and girls, for stories of animals, has been recognized. All sorts of clean books have been included in these lists. So the children of Indiana have had brought to them for their pleasure and profit, too, the clean, wholesome books of many of the best writers of this and earlier times.

These books have from year to year been purchased for the different city, town, and rural schools, and have been the beginning of a school library. Sometimes the money has been taken from the pub-

## THE LIBRARY AND THE SCHOOL

lic funds, sometimes it has been obtained through private enterprise. These books have not only interested the children, but they have gone into the homes and have been read by fathers and mothers. Instead of adding to the burden of the already overfull course of study, they have proved to be fine side-lights upon many an otherwise uninteresting lesson. Through the almost twenty-five years of the existence of the Teachers' Circle and the almost twenty-one years of the Young People's Circle directors have been selected from among the thoughtful, painstaking teachers of the State, men and women who have had very vital interest in the outcome of this work. These directors have been chosen from the different departments of the educational work of the State. The State Superintendent of Public Instruction is *ex officio* a member of the Board of Directors. Other members are county superintendents and city superintendents, college professors, and teachers in the public schools.

Among those who have given most signal service upon the board in setting high standards and in preserving them are many whose names have come to be well known in the educational circles of the United States. The names of such persons as George P. Brown, editor of the *Illinois School Journal*; J. J. Mills, President of Earlham College; Arnold Tompkins, Principal of Chicago Normal School; J. A. Woodburn, Professor of American History in In-

## GUIDING YOUNG READERS

diana University; Lewis H. Jones, President of Ypsilanti Normal School; Miss Adelaide Baylor, Superintendent of the Public Schools of Wabash; Robert J. Aley, Professor of Mathematics, Indiana University; T. A. Mott, Superintendent of the Public Schools of Richmond; Charles H. Patterson, Superintendent of Public Schools, Tipton—suggest high ideals in the inception and efforts toward realization of these standards. To the untiring devotion of these teachers, together with others of equal interest and discrimination, and to the hearty co-operation of the body of teachers and the school officials, is due the success attained.

The consolidation of rural schools has made possible the township high school. In Lima, Lagrange County, a village of five hundred population, there is a consolidated high-school library of fifteen hundred volumes. This school, consisting of two hundred pupils in the grades and ninety in the high school, has a reading-room and a paid librarian, a laboratory for scientific investigation, a school garden. There are two pianos in the high school, and an organ in each grade room. A lecture course is sustained at a cost of between \$400 and \$500 a year. There is a free kindergarten, an athletic field, a five-acre playground, and a separate building for a gymnasium. A supervisor of music gives a daily lesson in all the grades and in the high school. There is a superintendent who gives half his time to su-



## THE LIBRARY AND THE SCHOOL

pervision. There are four teachers in the high school, all of whom are college graduates. Five of the grade teachers have had professional training.

This school at Lima is the nearest approach to the ideal for the rural school yet attained. Toward such an ideal the present State Superintendent of Public Instruction, Fassett A. Cotton, has been directing most earnest efforts, believing that the relation of the rural schools to rural life is the great educational problem of the present time, and believing also that a well-organized library will have great influence in the rural-school problem. The results have been most gratifying, both as in the effect upon individual children and in the effect upon communities, in the creating and fostering of a very much improved taste, and, what is still better, an improved standard of moral concepts.

There were sold last year by the manager of the Young People's Reading Circle fifty-one thousand, six hundred and seventy books. The average sales for the last six years have been somewhat more than fifty thousand. Nearly every school, city, town, and district school in the State has some books. So that it is fair to estimate that there are as many as eight thousand school libraries in the State. This estimate does not include the public libraries, many of which contain a children's room. The school libraries are made up largely of the

## GUIDING YOUNG READERS

Reading Circle books, which go directly into the hands of the boys and girls.

The history of libraries in Indiana is a long and honorable one, going back to the early part of the nineteenth century, including the work done by the New Harmony Community and the establishing of the township libraries; but not until recent years have the efforts put forth begun to give promise of much greater returns in the near future. There are in the State one hundred and twenty-five public libraries, in many of which special provisions are made for children, a room being reserved for them and special days set apart for them to come to hear stories read or told. The city of Fort Wayne has done work for children that is especially worthy of note. Indianapolis and other cities in the State are also doing work of very great value in the way of affording facilities for children in the public libraries. In the rapid growth in number and efficiency of the libraries, the Public Library Commission of Indiana has done a most valuable work, no part of which has meant more, especially to rural communities, than have the Travelling Libraries. In the work of this commission great stress has been laid upon improving the quality of the reading rather than the quantity, upon substituting for indifferent or harmful fiction the best books, such as contain both instruction and inspiration.

## IV

### OHIO'S FIFTY THOUSAND TRAVELLING BOOKS

**D**AY by day there is a fuller appreciation of the fact that the variety of interests in the complicated life of the present day makes success and happiness dependent upon a broader education. The specialist, whether college-trained or not, finds that those ahead of him are specialists and something more—something more by reason of their companionship with books. We are all striving to be specialists in some degree, and something more. We all read books. We encourage every effort that promises to increase the number of books within our reach by a saving in cost or time in the securing of books.

In Ohio the youth is spurred on by the thought that more reading—more knowledge—will increase the chances given him by the stork to become President of Ohio and the rest of the United States. Ohio has a larger population living in cities of five thousand and over than any other State, which condition brings the greater part of her readers in close touch with a city library. This subdivision of the

## OHIO'S TRAVELLING BOOKS

population of the Buckeye State into cities gives the average citizen the greater variety of interests due to close contact with city life. This subdivision of population makes the problem of providing free library books somewhat different from that in other states.

The distribution of general books by State officials, with a view to furthering education by the selection of good books and the placing of emphasis upon lists of good books, is carried out in three channels—the public libraries, the State library, the Ohio Teachers' Reading Circle, and the Ohio Pupils' Reading Circle.

The city libraries voluntarily co-operate with the public schools in selecting and placing books in the school-rooms, and in selecting and listing books on special topics, and in placing these for handy reference in special rooms in the public library.

The State library cares for the travelling libraries which reach the rural districts by express and by mail, the borrowers paying transportation both ways.

Ohio is not the first State to take up the systematic work of the travelling library, but the work has so increased that the small travelling libraries at present reach nearly one thousand communities, and the number of volumes totals practically fifty thousand books.

Statistics which have been gathered show to what

## THE LIBRARY AND THE SCHOOL

organizations and to what classes of people the books of the Travelling Library Department have been sent. For the year 1897 there were sixty-two libraries issued, containing eleven hundred and thirty-one volumes, distributed as follows: to women's clubs, thirty-seven; to schools, ten; to granges, two; to independent study clubs, seven; to religious organizations, one; to libraries, four; to men's clubs, one. When we turn to the year 1907 an enormous increase is apparent. There were eleven hundred and ninety-six libraries issued which contained a total of thirty-eight thousand, one hundred and fifty-nine volumes, and the distribution was as follows: to women's clubs, one hundred and ninety-seven; to schools, five hundred and seventeen; to granges, one hundred and eleven; to independent study clubs, one hundred and twenty-five; to religious organizations, ninety; to libraries, fifty-five; to men's clubs, fifty-one.

It is fitting that the State should do this missionary work. Where the patrons cannot go to the books the books are sent to the patrons. If it is the duty of the State to educate, it is likewise its duty, within reasonable limits, to furnish the *means of education*.

One special feature of the travelling library work may be added to what has already been said—namely, while it has furnished a high grade of supplementary reading to the schools, and been the means

## OHIO'S TRAVELLING BOOKS

of multiplying men's and women's clubs in general, it has been especially helpful to the *farmer*. Many of the standard works on agriculture have been placed in his hands, giving a new impetus to the work of the farm, throwing a new light on garden and field, bringing forth an increased product, and producing an *interest* from a *surplus* he had not dreamed of before.

Such helps in general education will not only keep the boy on the farm, but will bring him back from the sweat-shop, even unto his own.

### THE CINCINNATI PUBLIC LIBRARY

The use of general books in education is unique—in a sense complete—as shown in methods of work and distribution by the Public Library of Cincinnati. During the year 1907-08 there were forty-two clubs in Hamilton County, representing every department of reading from that of the Boys' High School Club to that of Psychical Research.

That nothing may be left undone to cultivate an interest in good books, a lecture-room has been fitted up, in which, afternoon or evening, may be found the debating clubs of the Y. M. C. A., or of the law schools, or the University Club. The shelves on three sides of the room are filled with reference books, and revolving stands at your elbow invite you to reference works of a larger kind. And as if

## THE LIBRARY AND THE SCHOOL

this were not enough, and that *entertainment* may be combined with *instruction*, ten thousand lantern slides and the stereopticon are at hand. An attendant is constantly present whose business it is to prepare and exhibit these slides.

The work of these clubs is further enhanced by the library assistants somewhat after the following plan:

In the spring the club reports to the library the work it wishes to do the following year. It may be that of a country, as China; special work in some department of science; a series of papers on political economy. In a few weeks special helpers in the library, experts in this line of work, will have prepared an outline, placing scores, even hundreds, of books at the disposal of the club. Not only the books themselves, but special articles are cited from out-of-the-way places, the more completely to *instruct* and *entertain* all who choose to read. Lecture engagements for this room are made a long time in advance.

The circulating department of the library is complete in itself, and reaches almost every village and school in Hamilton County.

One feature, possibly not found elsewhere in the State, deserves mention. If any school in Hamilton County desires supplementary books as aids in the departments of geography, or history, or literature, *and the library does not have them*, you need wait but for a few weeks at most, and these books



**EXCHANGING BOOKS IN THE READING-ROOM**  
Cincinnati Public Library



## THE LIBRARY AND THE SCHOOL

The great use of the main building, however, is possibly to be attributed to its fortunate location, in the very heart of the city, where it is most accessible.

### THE BLIND-ROOM

In 1900, following the request of Miss Georgia Trader for books for the blind, a room was fitted up in the library building and filled with books for both blind adults and blind children. In addition to the books, arrangements were made to give instruction to the blind, and through Miss Trader and the Ohio Library Association the work of the blind was later taken up in Cleveland and in Dayton.

### OHIO READING CIRCLES

At a meeting of the Ohio State Teachers' Association at Niagara Falls, July, 1882, Mrs. D. L. Williams, of Delaware, read a paper on "Young Teachers and Their Calling." The paper closed with this question: "Would an Ohio State Teachers' Course of Reading meet a need of the young teachers of the State, and incite them to self-improvement; and if so, is such a course of reading practicable?" This was the beginning of a movement where "results" are State reading circles in a number of the states of the Union, including Indiana, Illinois, Iowa, Nebraska, and Michigan.

## OHIO'S TRAVELLING BOOKS

The work of the Ohio Teachers' Reading Circle and the Ohio Pupils' Reading Circle is carried out by a board of eight members, who give their services without pay, and a salaried manager, who gives his entire time to the sale and distribution of the books selected each year by the board. Some of the members of this Board of Control have served more than a dozen years, some more than twenty years; yet this service has always been a joy, though it means the free-will offering of many hours of time in the examination of books, in attendance upon the meetings.

This board each year selects three books covering three of the following fields: Pedagogy, literature, history, science, agriculture. Each year one of these books is intended to be a definite study-book, and the teachers are given credit by the State for the study of these books.

Previous to 1905-06 the books were sold through dealers, often passing through two or three dealers before reaching the teachers. This added to the cost very materially. The expenses of the Board of Control were paid by a membership fee of twenty-five cents.

In 1906-07 the Board of Control assumed charge of the distribution of the books, and placed the matter in the hands of W. E. Kershner as business manager. Mr. Kershner brought to the work an intimate knowledge of school affairs in the State gained by a

## THE LIBRARY AND THE SCHOOL

long experience as teacher and superintendent. The result of the new arrangement was a large increase in the sales, and a marked decrease in the price of the books. In 1905-06 the total sales amounted to sixteen thousand, two hundred and fifty books. In 1906-07 it was increased to twenty-six thousand, four hundred and forty-two, and in 1907-08 to thirty thousand, eight hundred and eighty-two. The total receipts in 1907-08 were \$30,411.09. The business manager paid the publishers for books \$25,647.15. The total expenses, including the salary of the manager, were \$4608.78. Basing the comparison on the prices at which the books were sold in 1905-06, the saving to the teachers on the cost of the books in 1907-08 was over \$13,000. In addition to this saving, the *membership fee was abolished*, making the total saving to the teachers over \$15,000.

In each county a county secretary of the O. T. R. C. is elected by the members of the annual institute. This county secretary appoints a local secretary in each town and township. The business manager arranges, usually through the county secretary, to supply all the teachers with books at the institute who wish to buy there. Teachers who do not buy at this institute club together in each town and township, and send their orders direct to the manager through the superintendent or local secretary.

## OHIO'S TRAVELLING BOOKS

Two thousand certificates were issued to members of the Teachers' Reading Circle at the close of its first year, and doubtless many other members read the books, but requested no certificates. The work has steadily increased; and, for the year which closed with July, 1908, the report gives an enrolment of twelve thousand members out of twenty-six thousand teachers of the State.

### CERTIFICATES AND DIPLOMAS

A certificate is given for the reading of the three books listed each year. Four certificates are counted as a course, upon the completion of which a diploma is given. Many teachers have continued the work through the years, and some are now the proud possessors of eight and twelve year diplomas; seven teachers prize sixteen-year diplomas, and two twenty-year diplomas. The certificates and diplomas are furnished free.

The Teachers' Reading Circle course has thus been building up in teachers' homes throughout the State private libraries. Each volume is not "a borrowed book, which is but a cheap pleasure and unappreciated and unsatisfactory," but a book which has been carefully read and discussed; and in many cases used by the State officials as a basis for examination questions in the issuing of teachers' certificates.

# THE LIBRARY AND THE SCHOOL

## OHIO PUPILS' READING COURSE

The first course of reading was planned for the pupils of the public schools in 1888. The work has not been so extensive as the Board of Control has desired, and has not been as successful as the work in some other states. This is partly due to the fact that the larger number of the pupils in the schools of Ohio are city residents who have the privileges of the city libraries; and also due in part to the fact that the school system in Ohio does not provide for county superintendents by whom the work of the reading circles in other states, particularly Indiana, is carried out. However, there has been a satisfactory increase in the number of books sold each year, and more than thirty thousand pupils read the course for 1907-08. The lists of books selected by the board for the use of the Pupils' Circle are much used by library officials and others charged with the duty of selecting books for young readers.

Certificates are given for each year's work. Diplomas are given upon the completion of the work in the primary grades, the grammar grades, and the high school. The board, in the selection of books, aims to keep in mind, among other mottoes, the words of Robert Collyer: "Give a boy a passion for books, and you give him thereby a lever to lift his world, and a patent of nobility if the thing he does is noble."

## V

### WHAT THE LIBRARY MEANS TO THE SCHOOL

ONLY a few years ago the rank and file of the teachers of the public schools, as well as the patrons of the schools, did their work on the theory that to give the child a mastery of the school arts was their whole duty. It was their business to make the children proficient in reading, writing, spelling, and figuring, and to impart to them the information in other text-books used in the school. Now the rank and file are keenly aware of a purpose much more far-reaching. They now see that, like the great Teacher, they "have come that ye might have life, and that more abundantly." The purpose of the school is, as Herbert Spencer says, to bring the child into "complete living." Complete living means efficient living. This depends largely upon what the individual is—his character.

"As a man thinketh in his heart so is he." Teachers are yet concerned about the child's skill in the school's arts, but they are interested more because through them the greater purpose may be secured. It is what one thinks and feels that affects his char-

## THE LIBRARY AND THE SCHOOL

acter and largely his efficiency in society. Reading is the school art that reaches the thinking and feeling most directly.

Little Abe Lincoln, in the crudeness, squalor, and struggle of a backwoods community, became different from his companions because his thoughts were occupied with what he read in Weems' *Life of Washington*, the *Biography of Henry Clay*, *Æsop's Fables* and the *Pilgrim's Progress*. While in body he was occupied as were all other pioneers, in his mind he dwelt with another order of men. Not until he was a man grown could he break the fetters of the rail-splitter and flat-boat man and enter the life that he longed for, and that he caught a glimpse of in the book which he read.

The teachers of to-day appreciate the value of good reading, and see that this means of character formation can be most effectively employed in the school. They know that with no library in the school the real work of the school cannot be done.

### THE METHOD

The school law of Illinois gives the Board of Directors of each district the power to appropriate any money in the treasury, not otherwise needed, to establish school libraries. The time never came when they had money not otherwise needed. Ten years ago there was a library in but one country or



**F. A. KENDALL**

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## THE LIBRARY AND THE SCHOOL

The teacher calls his attention to these. He takes them home, reads them, and afterward tells his classmates what he has learned.

When a child has read six books to the satisfaction of his teacher he has earned a neat diploma. When he has read two more he has earned a seal. The full course, a diploma and four seals, requires the reading of sixteen books. This fixes the reading habit, as well as the taste for high-class reading.

The County Superintendent of Schools is the county manager. At the close of the school year he ascertains from the teachers the names of the members of the Circle which she has formed, the books which they have read, and the credits earned. He writes the child's name on the diploma and places on it the seals earned.

Graduating exercises are then held at all central points in the county, usually one in every township, an area six miles square. Here he meets the children, dressed in their best, and their parents. The children give a programme of singing, recitations, and essays. The County Superintendent makes a talk on things needed for better schools. The children come to the front, and in the presence of their parents and friends they receive their diplomas.

The County Superintendent finds this the most effective way to reach the patrons of the schools. They are in a happy frame of mind, interested in

## WHAT THE LIBRARY MEANS

schools, and they heed what he has to say, looking to their betterment.

It has been slow work to convince the district boards that it would be wise to spend district money for libraries. The teachers and pupils have been appealed to and they have responded nobly. They give entertainments, charging a small fee for admission. Usually they have a "box social." Each lady brings a lunch-box, beautifully decorated. These are sold at auction to the highest bidder, the purchaser sharing the lunch with the owner. Frequently thirty to fifty dollars are realized in an evening. Many schools buy a set of Reading Circle books, costing about twelve dollars each year.

## THE RESULTS

They are very satisfactory. One case among a thousand could be given: A County Superintendent, holding a graduating exercise, listened to a boy fourteen years of age read an essay on "The Making of an American." It was a review of Jacob Riis's book by that title. The boy was introduced as John Steinkewitzki. The essay was written in a child's language. It gave just what ought to be given and nothing that ought not to have been said. The author, had he heard it, would have said the boy got the meat out of the nut.

Astonished, the County Superintendent asked the

## THE LIBRARY AND THE SCHOOL

teacher whether the essay was the boy's own composition, what grade he was in at school, what kind of a home the boy came from. He was not in school. As he was fourteen years of age, his father took him out and put him to work in a coal-mine; that the boy kept up his reading, met weekly at the home of the teacher with his classmates to talk about what he had read; the father and mother both got drunk on pay-day, and remained so as long as the money held out. The Superintendent asked how was it possible that the boy was so different from what one might expect, coming out of such a home. The reply was that the public school and the Pupil's Reading Circle are what make the boy what he is.

The school life is made richer for both the teacher and pupils. Every recitation is a delight. They have such a wealth of mind-food material to draw from, while formerly they had only the dry textbooks. The school is easier to teach and manage, for the children's minds are occupied in striving for better things.

In the last ten years the Circle has placed one hundred and sixty-six thousand, four hundred and seventy-eight books in the schools, an average of sixteen thousand, six hundred and forty-seven a year. In the last year twenty-two thousand, seven hundred and thirty-nine were sold.

La Salle County is the banner county. Every

## WHAT THE LIBRARY MEANS

country school has had a library for ten years. The average number of volumes in the school is one hundred and twenty. During the last year \$2628.92 was raised by the teachers and pupils. There were enrolled in the Circle of that county twenty-one hundred and eight-seven pupils. They read eighteen thousand, eight hundred and fifteen books—an average of nine books each. They earned eleven hundred and twenty-one diplomas and twenty-seven hundred and seventy-one seals. The County Superintendent held graduating exercises in thirty-one places, and spoke to about ten thousand people; at least one-half of these were parents.

This record can be duplicated in a number of counties—Peoria, Vermilion, Champaign, Edgar, Douglas, Winnebago, Grundy, Livingston, Williamson, Woodford, Sangamon, Johnson, Kane, Macoupin, Saline, Wayne, White, Coles.

Wherever the County Superintendent takes an interest in the work, it makes this surprising progress. When he does nothing, the children are deprived of the greatest boon that can come into their young lives. Many of them will fail to enter into the abundant and efficient life because this office of such great opportunities is held by one who fails to see the significance of good reading in youth.

## VI

### THE USE OF GOOD BOOKS IN GENERAL EDUCATION 1

**T**HE North Central States are active commonwealths in combining all possible organized efforts to advance educational results in the local communities, individual schools, and scattered farm-homes. Out of this activity have come voluntary reading circles for people, teachers, and pupils, and out of these voluntary organizations have come good libraries for every school, and superior public libraries for every city and town. The State of Iowa is an example of this type of combined effort, since custom and law, as well as public interest, have brought good books for general reading within the reach of every child in every public school, and also every man and woman in every school district.

The laws require an annual expansion of these privileges through the purchase of additional good books by the school directors and the school superintendents of each district, and as a consequence the opportunities are constantly increasing and the total service given is rapidly developing. As a result of this policy there are well-established and

## USE OF GOOD BOOKS IN EDUCATION

well-maintained public libraries for the more populous communities, a pupils', teachers', and general library for every school district, and a travelling library conducted by the State, so that every community is permitted to have at hand the full benefits of the literature, the history, and the science of the present age. That great results would be accomplished through such strong State organization and management could easily be realized, but that this impulse to know good books would cause five thousand Iowa teachers to band themselves together in a State reading circle in order to still increase their opportunities and privileges would hardly be expected. Yet such is the case, as the teachers themselves thus provide the books they need when the opportunities already given do not reach their demand.

The selection of books for the public-school library list is carefully made by a competent State board, whose members have the authority to reject any book that is deemed unsuitable or unwholesome. This work is not done on any stilted theory, but it recognizes that there is variety in the tastes and the interests of childhood. Every book put upon such lists is read by a careful critic and is given consideration on its merits, while the list is made large enough to give the school boards, the teachers, and the superintendents much latitude as to choice. Through this means the best in story, in literature,

## THE LIBRARY AND THE SCHOOL

in history, and in science finds its way into the homes and the lives of the people, and educational progress is more rapidly accomplished and realized. This State-wide movement has done much for the teacher and for the pupils. It has conserved the energy and the powers of both, and it has given an impetus to study and to intellectual culture that is the most remarkable phenomenon of progressive civilization. In the cities and towns special rooms are assigned to the library work among children, special librarians for children's work are secured, the story-hour is maintained as a regular privilege, and the interest in good literature is cultivated and strengthened. This guiding and directing interest and taste is indirect rather than authoritative, and bears much more fruit than could be done by more dictatorial supervision and control. It is assumed by those conducting the work that the taste of readers for certain kinds of books is due to cultivation and appreciation, and that this attitude of mind and feeling can be changed through sympathetic and proper conduct of the story-hour. Such procedure calls for the duplication of the more popular books for children's use, rather than for an attempt to purchase the many books that are in the market. A library's usefulness is decided by its usefulness to its patrons rather than by the largeness of its number of volumes. Ninety-six Iowa libraries are thus conducting a work for cultivating the taste of



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## THE LIBRARY AND THE SCHOOL

seven. When it is remembered that the total average attendance of the schools is approximately three hundred and eighty thousand, and that many of these pupils have also the advantages of the public libraries of the cities and towns, it can be easily recognized how large a work has been accomplished in a few years in uniting the service of books to the service of the teacher.

The State has also a Library Commission, established March 20, 1900, whose function is to aid and encourage the establishment of a free public library in all cities and towns large enough to insure its support. This commission has a regular salaried secretary, and gives advice regarding the submission of a library tax to popular vote, the organizing of libraries for business-like administration, and assists in the preparation of records when necessary. It also gives help regarding the planning of buildings, and furnishes blanks for reports and information. This work includes the control of the travelling libraries, the loan of books for the blind, the conduct of a summer library school, the distribution of standard magazines through a periodical exchange, the loaning of travelling picture collections of "Masterpieces of Art," the issuing of a library quarterly regarding library progress, and many other activities that are a part of such public service. When this commission began work in 1900 there were forty-one free public libraries; now there are

## USE OF GOOD BOOKS IN EDUCATION

ninety-six free public libraries. There were five library buildings; now there are seventy-eight library buildings, costing more than one and a half million of dollars. There were three trained librarians; now there are twenty-four trained librarians.

The travelling library is a notable discovery as a means to a definite end, since this plan permits books to be sent to schools, societies, churches, clubs, and other responsible organizations, so that literature, science, and the fine arts can be studied at home with as much ease as if the interested person was living in a large city where these instruments of culture and civilization are known to be common property. By means of the travelling library, the farmer, the mechanic, the villager, and the teacher can all be mutually helped through State co-operation and philanthropy. It is by such agencies as this that the people are being brought to a better understanding of the function of the State as a benevolent and fostering institution, and are able to appreciate the importance and the value of good books when they are brought to the very doors of the homes of the common citizen.

But, after all, possibly the most decisive factor in developing the good-book movement has been the many women's clubs that are conducting reading and study work of a serious and definite character, and that include in their membership all the more active and better cultured women of the cities and

## THE LIBRARY AND THE SCHOOL

towns. So universal is this organization of the women that cities of five thousand population will have from four to ten different clubs—all of which are wielding a notable intellectual influence upon the communities where they exist. The demand of these clubs for books of the best kind is a constantly increasing ratio that compels public action in a most vigorous way. This voluntary movement among the women to study public questions, to discuss the more recent notable books, to become acquainted with politics, literature, art, and society, in all that these things mean, has thereby wielded a powerful influence for general reading and culture through this wide distribution of the best publications of the age in the homes of the people.

In addition to these endeavors many good schools have so shaped their yearly work as to cultivate an interest in notable literature through enlisting the active attention of the pupils by the introduction of the dramatic method of instruction, thus impersonating the stories and the characters found in literature suited to the age and the grade of the pupils thus organized. For example, Longfellow's *Hiawath*, Tennyson's *Legends of King Arthur*, and other such works of equal value and importance, are carefully studied, dramatized, and then impersonated and acted by the pupils, costumes and stage-setting being arranged to bring out the reality to such an extent as to cultivate the imagination and improve the

## USE OF GOOD BOOKS IN EDUCATION

appreciation. Through such means taste is cultivated to such a degree that the common and the unclean are rejected because they are not true, artistic, uplifting, or good. Literature work in the grades is supplemented by the committing of a hundred or more notable poetical selections from English authors. These are recited in concert, attention being given to enunciation, interpretation, and elocution. In the high school the most attractive of all work consists of studying the more distinguished authors through their own books that are regularly upon the library shelf, and that give true insight into the life and the personality of the writers.

The choice of good books is a more difficult problem. The most popular or the most useful is one of degree rather than of kind, as so much depends upon the character of the taste and the interest of the readers. It is necessary to recognize this differentiation when considering this side of the library question. Even librarians who have made a special study of children's tastes and demands, and who have worked with them for years, differ greatly when a list of books of one hundred volumes is to be designated as the best in our literature. It is evident that children can be supervised too much in their reading. Charles Lamb said, "I would never have been a poet if I had had geography in place of the tales and old-wives' fables of my infancy."

## THE LIBRARY AND THE SCHOOL

Arlo Bates says, in his *Talks on the Study of Literature*: "I am not at all sure that it is not of more importance to see to it that a child—and especially a boy—is familiar with 'the land east of the sun and west of the moon' than to stuff his brain with geographical details of the worlds of Asia, Africa, or the isles of the seas. I am sure he is better off for knowing about Sindbad and Ali Baba than for being able to extract the cube root."

The assumption that children will go wrong with their reading unless they are constantly supervised is not proven. Their tastes and preferences are generally more reliable than is supposed, and it is natural for them to resent recommendation and dictation. Knowing books and knowing children are both essential. All books should be treated as real story books. The fact that a book is non-fiction is no assurance that it is necessarily good, because, after all, it is the literary style and the quality of the life that are the real attractions. Four workers with children's libraries were requested to give what they considered the most popular books, judging from their experience, and their replies follow:

1. "As to the most popular books, of course they differ with the age of the children, but I think undoubtedly the Dunn books, *From Atlanta to the Sea*, *Battling for Atlanta*, *General Nelson's Scout*, etc., and also the W. L. Goss books, *Jed and Jack Alden*, have been most popular among the boys. These are

## USE OF GOOD BOOKS IN EDUCATION

all Civil War stories, and the boys from ten to fifteen do not seem to be able to get enough of them. Indian stories and school stories are also popular, or any book full of adventures and action. I am sorry I cannot say that the 'King Arthur' stories, *Robin Hood*, or some other classic is the most popular, but these are read voluntarily only by the few. Among the girls, such books as the 'Five Little Pepper' series and the 'Little Colonel' series are still the most popular, though we are gradually withdrawing the latter from our shelves as they wear out. There is a constant demand always for fairy-tales, and the very little children love the Mother Goose rhymes, the old legends, and little fairy-books as much as of old."

2. "Boys like the Barbour and Dudley books of school life, Grinnell's stories of Western life, Du Chaillu's books of adventures, and also the stories of Tomlinson and Trowbridge. There are not a great many boys who use the Allsop and St. John books on electricity, but those who do, use them a great deal. The Beard handy books are popular with both boys and girls; they are very suggestive to the child who likes to make things. Every child likes the 'Little Cousin' books—stories of child life in different countries; Carpenter's Geographical readers are in constant demand during the school year. Brooks, Coffin, Guerber, Eggleston, and Pratt are among the most used histories. Indian books are

## THE LIBRARY AND THE SCHOOL

always in demand. Husted, Eastman, Drake's Indian history, and Stoddard's Indian stories might be mentioned. The Wesselhoeft fables—*Sparrow the Tramp*, *Flipwing the Spy*, etc.—are favorites with the children, and used a great deal by the teachers to read aloud in school. Fairy-tales are always read, the most read authors being Grimm, Lang, Pyle, Scudder, and A. F. Brown. Of course there are the old favorites every child likes—Alcott's works, Craik's *Adventures of a Brownie*, Defoe's *Robinson Crusoe*, Burnett's *Little Lord Fauntleroy*, Harris's 'Uncle Remus' stories, Thompson-Seton's animal stories, Wiggin's the *Bird's Christmas Carol*, etc. It is hard to know just where to draw the line in making a list of this kind."

3. Grimm, J. L., and Grimm, W. K.—*German Household Tales*.

Lang, Andrew—*Blue Fairy Book*.

Andrew, Jane—*Stories Mother Nature Told Her Children*.

Burroughs, J.—*Squirrels and Other Fur-Bearers*.

Miller, Mrs. H. M.—*First Book on Birds*.

Kipling, R.—*Jungle Book*.

Hill, C. F.—*Fighting a Fire*.

Moffett, C.—*Careers of Danger and Daring*.

Beard, D. C.—*American Boy's Handy Book*.

Aldrich, T. B.—*Story of a Bad Boy*.

Defoe, Daniel—*Robinson Crusoe*.

Hughes, T.—*Tom Brown's School Days*.

## USE OF GOOD BOOKS IN EDUCATION

- Stevenson, R. L.—*Treasure Island*.  
Alcott, L. M.—*Little Women*.  
Dodge, Mrs. M. E. M.—*Hans Brinker*.  
Jewett, S. O.—*Betty Leicester*.  
Otis, J.—*Toby Tyler*.  
Pyle, Howard—*Men of Iron*.  
Spyri, Johanna—*Heidi*.  
Vaile, Mrs. C. M. W.—*Orcutt Girls*.  
Repplier, Agnes—*Book of Famous Verse*.  
Burt, M. E.—*Poems That Every Child Should Know*.  
Wiggin, K. D., and Smith, N. A.—*Golden Numbers*.  
Perry, H. M., and Beebe, K.—*Four American Pioneers*.  
Eggleston, E.—*Household History of the United States*.

The following list, intended to show the preferences of the children, has been prepared by Miss Harriet A. Wood, Librarian of the Free Public Library of Cedar Rapids:

### POPULAR BOOKS—BOYS AND GIRLS

- Barbour—*Tom, Dick, and Harriet*.  
Alcott—*Little Men*.  
Otis—*Toby Tyler* and *Mr. Stubbs's Brother*.  
Mulock—*Adventures of a Brownie*.



## THE LIBRARY AND THE SCHOOL

Mulock—*Little Lame Prince*.  
Saunders—*Beautiful Joe*.  
Sewell—*Black Beauty*.  
Rice—*Mrs. Wiggs of the Cabbage Patch*.  
Zollinger—*Widow O'Callagan's Boys*.  
Twain—*Tom Sawyer* and *Huckleberry Finn*.  
Greene—*Burnham Breaker*.  
Andersen—*Fairy Tales*.  
Grimm—*Fairy Tales*.  
Lang—*Colored Fairy Books*.  
Collodi—*Pinocchio*.

### POPULAR BOOKS—GIRLS

Alcott—All.  
Richards—*Hildegard Books*.  
Richards—*Margaret Books*.  
Phelps—*Gypsy Books*.  
Sidney—*Pepper Books*.  
Ray—*Teddy Books*.  
Vaile—*Orcutt Girls* and *Sue Orcutt*.  
Coolidge—*Katy Books*.  
Spyri—*Heidi*.

### POPULAR BOOKS—BOYS

Grinnell—*Jack in the Rockies*.  
Munroe—All.  
Barbour—All.  
Otis--All.

## USE OF GOOD BOOKS IN EDUCATION

Stoddard—*Red Mustang* and *Little Smoke*.

Tomlinson—All.

True—All.

In this list no attempt is made other than to give some of the better books most popular with the younger readers.

## VII

### "EDUCATING ALL THE PEOPLE ALL THE TIME"

**I**N the work of popular education," said Melvil Dewey, "it is, after all, not the few great libraries, but the thousand small, that may do most for the people." In addition to the free libraries in the cities three factors promote the reading of the citizens of Wisconsin—the school libraries which all communities are required to possess, the travelling libraries which are sent out to hundreds of our settlements, rural free delivery which brings the weekly and daily papers.

By authority of a State law which has been in operation for nearly twenty years, a per capita tax of ten cents for each child of school age is annually levied for rural library purposes. More than one million books have thus been accumulated in the country and village school libraries of the State. Counting the books in the high-school libraries, and those in the cities of the first, second, and third classes, doubtless not less than two million books not ordinarily counted as text-books are embraced in the public school libraries of the State. This

## **"ALL THE PEOPLE ALL THE TIME"**

number is receiving annual additions averaging not less than a hundred thousand. In Wisconsin no school is without school libraries. All purchases from funds derived from the levy of the ten cents per capita tax must be expended in the purchase of books from the official list biennially distributed from the office of the State Superintendent of Schools. The law now requires that the County Superintendent shall select the books and attend to the distribution to the several rural schools in such county, the selection, however, being required from the official list compiled in the office of the State Superintendent of Schools. This has resulted in a vastly more intelligent distribution of the library fund. Where the population is sparse, however, the ten cents per capita makes a very small fund for expenditure each year. In many of these schools the library consists of not more than a dozen or twenty books. The increasing tendency to consolidation of districts, by providing transportation facilities to pupils whose homes are at a considerable distance, will serve in the end to neutralize this disadvantage.

With the growth of many of the high-school and rural-school libraries has come a very marked demand for aid in organizing such libraries along modern methods. This demand is being met in co-operation with the staff of the Wisconsin Free Library Commission. Many of the high-school libraries are being admirably catalogued by trained

## THE LIBRARY AND THE SCHOOL

library workers, and in a number of instances special rooms have been set aside, and trained librarians have been placed in charge of the collections of books to aid and advise teachers in the reference work that naturally centres there. A manual of instruction has been issued by the State Superintendent, with the co-operation of the Library Commission, aiming to give to those schools whose resources will not permit the employment of trained workers data for cataloguing and classifying their libraries as well as it is possible to do without expert assistance. The field workers of the Library Commission have begun the visitation of such libraries to give personal advice and help in schools so situated. High schools that are located in places where no public libraries exist are being materially helped in debate and thesis work by means of material gathered by the Library Commission of the State and circulated through its travelling-library department.

At present most of the country schools have a card catalogue of the books in the school library, and the teacher in assigning a lesson asks her pupils to report on certain topics which are discussed in books to be found in the school library. The card catalogue answers for the pupils the questions as to books and pages where the information is to be found. It will be seen that this wider reading on the subject-matter of the lesson develops the habit of investigation and independent thinking before arriving at

## ALL THE PEOPLE ALL THE TIME"

inclusions—a habit valuable both to the individual and to society.

Of equal importance with the library books intended to supplement the condensed statements of the text-books are the books intended for general reading, such as books of travel and adventure, fairy-stories, stories of animal life, and works of fiction. This general reading is, as a rule, done at home, the pupils being allowed to draw books from the school library and retain them two weeks. Pupils are asked to make reports on some of the books read. As these reports must of necessity be condensed, and are criticised by the teacher, the pupil comes to look for the substance of what he reads. Thus the habit of reading with discrimination is formed.

The township library list contains some books suitable for the teacher to read to the pupils who are not advanced enough in reading to read even the simplest library books. By reading to such children interesting stories, there is aroused in them a desire to advance in their reading-classes, so that they may be able to read the books which have so aroused their interest. This desire has lightened the mechanics of reading; but, better than this, it gives to children in the most impressionable years the right attitude toward reading.

Through the school libraries the habit of reading is formed; through the travelling libraries and the

## THE LIBRARY AND THE SCHOOL

city libraries this habit formed in school is continued in later life.

Travelling libraries have furnished the means for the establishment of farmers' clubs, local literary and debating societies. Books on good roads, forestry, American and English literature, United States history, circulate extensively in Wisconsin. According to the Library Commission, the sort of reading-matter desired in different communities varies widely. In the southern and older part of the State the books must be of a solid nature and up to date as to publication. In the northern part of the State communities distant from rural free-delivery routes fail to read the book reviews, hence are better satisfied with the older publications. With the establishment of "parcels post," readers along rural free-delivery lines will be able to secure more literature than at present, and the reading of valuable literature will supersede in a large measure the reading of cheap and trashy books.

As Wisconsin is the most polyglot State in the Union, the demand among the foreign element for simple books of history, travel, and government is very great. Books in simple form that have to do with the workings of the government, the life of the ruling President, and other matters of current interest, are extremely popular. There are many foreigners, however, who come to America too late

## "ALL THE PEOPLE ALL THE TIME"

in life to learn English at all. These would be deprived of reading-matter were it not for the custom of our Library Commission to send out such books in their own tongue. These travelling libraries are collections of from twenty-five to one hundred volumes sent out from some central repository and exchanged at frequent intervals.

Last year, of all the States in the Union which reported on travelling libraries, Wisconsin stood first with a circulation of one hundred and twenty-two thousand and ninety-three. This State was the third to adopt this method for bringing wholesome books to the people in the country. At the present time the Wisconsin Free Library Commission has charge of five hundred and sixty-three of these little libraries, the books reaching more than sixty-two thousand people in the isolated districts of the State. The travelling library may be made a valuable adjunct to rural schools. In one country district, where a library is located in a house adjoining the school, the children were gathered under the trees at noontime by one of the older pupils, who read many books aloud to them.

With the establishment of "parcels post" will come the inauguration of "from public library to house delivery" of books, enabling farmers to secure individual volumes on the topics of the day. Through this method of establishment an inquirer need not wait more than twenty-four hours for



## THE LIBRARY AND THE SCHOOL

the receipt of the latest works on the world's advancement.

One of the most significant movements of the present day in Wisconsin is that which has for its object the education of the adult population. The day is happily past when the last day of school for any individual is his educational day of judgment. We now have the university of the people in which every citizen should take a post-graduate course, no matter at what stage in his educational career he left the public school. This university of the people consists of the newspaper, the magazine, the periodical for the various trades and professions, the free public library, the correspondence schools, and other agencies of enlightenment. The newspaper we have in every home. The magazine reaches every community. Every occupation has publications especially devoted to its interests. The free public library is now within reach of the great majority of the people of this country. Correspondence schools to-day enroll countless thousands. All these agencies, whose great function it is to educate the adult population, depend for their success upon the desire of the people to read and upon their ability to read with discrimination. It is this desire and this ability which the school library, rightly used, will call into existence.

With these conclusions in mind, the successful growth and development of school libraries in Wis-

## **“ALL THE PEOPLE ALL THE TIME”**

consin which have marked the last twenty-one years, cannot but be viewed with gratification by every friend of enlightenment and progress. Wisconsin is rapidly preparing to educate all the people all the time.

## VIII

### LIBRARY WORK AMONG THE CHILDREN OF MINNESOTA

THE area of Minnesota is so extensive; its local distances are so magnified by its ten thousand and one lakes that, especially numerous in the northern and less thickly settled parts of the State, make beautiful the scenery and isolate the neighbors; its population is so richly diversified by race, forest, mine, and prairie—that the amalgamating of it, through time and culture, into one glorious blend is a game, the zest of which only increases as the promise draws nearer fulfilment. It may be supposed that the educational problem presented through this conflict of man with nature in its most purposeful attitude is one that has been by no means easy to solve. Yet gradually, as the proud amazon was tamed to a gentler beauty, she yielded first to the erection of the primitive log school-house and meeting-house within her boundaries, then to the building of the more imposing and tasteful school and church; and now, for more than twenty years, she has seen undisturbed has even enjoyed, ap-

## THE CHILDREN OF MINNESOTA

parently—the gradual invasion of the library with its handful or armful or load of books.

The phase of library settlement with which the Department of Public Instruction is, of course, most closely identified is the public-school library. In 1887 our legislature set aside an appropriation of \$10,000 to aid districts that would manifest their interest in book culture by raising a few dollars for the purchase of a school library. For some years little advantage was taken of this privilege, but eventually the spirit of emulation, visibly at work among the counties, made progress rapid. Then, to further encourage effort in this direction, the Department of Public Instruction made the annual purchase of library books one of the conditions for receiving *special* State aid that is granted to districts fulfilling certain requirements. Since that time the appropriation, increased to \$25,000, has been unequal to the demands made upon it. The State meets the district half-way in its endeavor, aiding to the extent of \$20 on its first order for each school-house and \$10 annually on subsequent orders, provided the district itself raise and appropriate for the purpose an equal amount. The benefits accruing from these small rural and civic school libraries have been so palpable that it seems safe to say already library acquisition is making its appeal to the thrifty mind not simply as so much material *goods* for the present, but as an inestimably valuable men-

## THE LIBRARY AND THE SCHOOL

tal and moral *good* for all time. The remotest and most unsettled counties of the State have been penetrated by an interest in the movement, and are responding to an unexpected and gratifying degree. For last year there was a total expenditure of over \$50,000 by public schools for books appearing on the approved list of the Public School Library Board, including State aid of about \$24,000. This outlay represented the purchase of over eighty-six thousand, six hundred and ten volumes by more than twenty-nine hundred and one districts. The reports of our county superintendents for the year showed that out of the seventy-seven hundred and sixty-eight districts in the State fifty-eight hundred and forty-seven have libraries, with a total of nine hundred and fifty-six thousand, three hundred and seventy-one volumes valued at \$617,868.

It may readily be imagined that the raising of twenty, or even ten, dollars for book-buying in some isolated district in the northern part of the State, where the battle with hardship is still going on, entails much courage and persistence and tact and self-sacrifice on the part of those who undertake it. Country school officers' meetings that have been held during the past two years, through legislative enactment, have contributed very materially to broaden the spirit and open the pockets of our district fathers; but it is mainly to the skilful generalship and unflagging enthusiasm of the teachers

## THE CHILDREN OF MINNESOTA

that we owe thanks for the results attained. The Superintendent of one of the newest of our counties reports that eight school libraries were installed in her county last year "through the efforts of the teachers."

One of the most popular and effective methods of conducting a library-fund campaign is the "basket-party" plan. For a function of this nature the maidens of the district vie with one another in preparing baskets for two, enticing in appearance and irresistible in content, for the subjugation of the stronger sex through its most vulnerable organ. These, one by one, are auctioned off at the party, and the successful bidders are twice blessed in that they have the joy of sharing their delectable purchase with the lady to whose knowledge of culinary art and human nature was due their original pleasure. The stimulus of personal admiration and of local rivalries sometimes provokes the keenest competition. I remember particularly one instance in an Irish district where two swains, united in their worship of the pretty teacher, but forever divided by the consciousness of their own superiority as suitors, bid up to five dollars before the basket was yielded to the richer rival.

The work of the public-school library among us has been strongly reinforced by that of the State Library Commission, which, in addition to sending out its secretary wherever and whenever a new

## THE LIBRARY AND THE SCHOOL .

library is to be organized or local sentiment is to be created or stimulated in favor of establishment, has under its control a system of free travelling libraries. These in wisely assorted groups of fifty volumes for small towns and villages, and twenty-five for rural communities, are sent to districts, upon requisition and proper guarantee, for a period of six months; and their influence is most satisfactorily evidenced by the increasing demand for more of the non-fiction literature. When the commission (created by act of legislature in 1899) began its work in January, 1900, there were in Minnesota only thirty public libraries organized under the State law and supported by taxation, five free libraries supported by associations, and thirteen subscription libraries. The number of public libraries is now seventy-two, that of the free libraries twenty-four, and that of the subscription libraries eleven, making a total of one hundred and seven circulating libraries in the State. The Carnegie Fund for library encouragement has been drawn upon in forty-one instances, and thirty-five library buildings have been completed with this assistance, the one in Duluth costing originally \$75,000.

Besides these means of public education, eighty-five per cent. of our districts are furnishing textbooks on the free plan; and fifteen years of experience have sufficed to convince us that this method is decidedly better than that of private

## THE CHILDREN OF MINNESOTA

Purchase, one conspicuous advantage lying in the more adequate equipment of collateral and supplementary reading. Especially in rural communities this system leads direct to the upbuilding of a school library. "Eating creates appetite," and when the nucleus has been formed addition to it seems logical.

Minnesota has no Pupils' Reading Circle. It has a State Teachers' Reading Circle governed by a board of six directors. The work of this body is carried on under the direction of the various county superintendents. Two works are studied by the members in the course of the year—one of a professional nature, the other of literary, historical, or cultural value.

Now, with all this provision that we pride ourselves on making for the young and inquiring mind, just what is the actual gain to those we are seeking to serve? Does the pabulum we offer really feed, or is the immature brain that requires such wholesome nourishing food starving into chronic anæmia in the midst of meringues and macaroons and lady-fingers? In search of an answer to a question of such moment, I have looked over lists of books ordered of the State library contractor from the catalogue prepared by the Public School Library Commission, and have found them to be, on the whole, commendable selections from the classics, modern fiction, popular science series, and very readable geographical and historical works, with a num-



## THE LIBRARY AND THE SCHOOL

ber of the favorites of our own young days judiciously interspersed. Even the most backward (from a geographical point of view) of our rural districts show this nice sense of discrimination. The choice is, of course, made necessary in part by the condition that the State will aid in library purchase only when books are ordered from the authorized list and contractor; but it must also be ascribed in part to the reputation of the books themselves, as also to the taste and book and child knowledge of the person ordering—in most cases the teacher. The same chastened restraint characterizes the contents of the travelling libraries of the State Library Commission, and, I believe, of most of our smaller city libraries.

When, with some slight foreboding, we pursue our quest into the libraries of the larger cities, the report is, perhaps inevitably, less encouraging in some respects. It has been suggested by one of our best, most human, most scholarly writers that the proper way to train a child to *read* is to turn him loose in a library; but it was not the large public library he had in mind, but the private collection of some book-loving individual or family, every volume of which has been acquired with pride—perhaps at the cost of more than money—and fingered with tenderness. The best results at the public library are achieved when the child comes to it from school at the instigation of his preceptor with a

## THE CHILDREN OF MINNESOTA

Suggestive list from which he makes his (free?) choice. That the direction of the teacher will in such case be supplemented by the wise and kindly assistance of the librarian goes without saying. But, left to themselves, children whose parents, through lack of opportunity or lack of interest, have known nothing of the joy of reading naturally gravitate toward the easy to read, the illustrated, the quotation-marked. The small girls desire, above all else, "lots of conversation." Their brothers are in somewhat better case, for they are by turns with Stanley in *Darkest Africa* and with Roosevelt on the plains; with *The Last of the Mohicans*, and with the first of the balloonists. One of our juvenile librarians tells me that in a final effort to lure from the trashy namby-pamby element that, despite acts of exclusion, will creep into the best of public libraries, she is making a "transitional" shelf of the choicest and most fascinating of fiction from *Ivanhoe* to *Mrs. Wiggs of the Cabbage Patch*, and hopes in this way to gradually raise the standard.

Certainly the perversion of taste is not to be charged upon the public library; it is the fault of the public itself, which is either too indifferent to notice or too ignorant to care. The librarian, on the other hand, is more and more accepting the responsibility shirked by the home, and becoming more and more the custodian not only of our children's books, but of our children's minds. The St.

## THE LIBRARY AND THE SCHOOL

Paul public library, besides having throughout the city twelve stations of book repositories, has in circulation from its juvenile department forty-five hundred books among the outlying schools of the city, with the primary objects in view of saving the child a long journey, and of at once sparing the parent the expense of car fare and introducing into his family books interesting and helpful to both himself and his children. Minneapolis, with eight branches and ten stations, circulates over four thousand books among the most remote of the public schools from the children's department. Both of these city libraries are doing everything possible to make their children's rooms a delight to the eye, a rest for the body, and a stimulus for the mind. Pictures adorn the walls, the shelves are within easy reach, and the tables are supplied with children's magazines. For the youngest children there are dissected maps, picture-books, and stereoscopic pictures.

With all these forces, animated by one strong intelligent spirit of well-doing, working toward one common end, may not we Minnesotans justly feel, despite natural discouragements, that we are making some permanent provision for the material welfare, the moral dignity, the mental integrity, sanity, and growth of our children's children?

THE END

# THE HARPER JUVENILES

A Selected List of  
Harper's Books for Young People  
Alphabetically Arranged

Together with Graded Lists for School  
Libraries and Books of an Educa-  
tional Character for High  
Schools and Colleges

Illustrated



Harper & Brothers Publishers  
Franklin Square New York

2023





Introduction . . . . .	PAGE 5
Harper's Juveniles — Arranged Alphabetically According to Authors' Names . . . . .	9
Harper's Young People Series . . . . .	94
Harper's Girls' Household Books . . . . .	97
Harper's Girls' Handy-Books . . . . .	98
Harper's Plays for School and Home Entertainment . . . . .	99
Harper's Library of Great Novels . . . . .	100
Harper's Graded Lists for School Libraries . . . . .	102
Books of an Educational Character . . . . .	i

NOTE.—As far as possible the descriptions of the following books have been taken from the more important catalogues, such as are issued by the A. L. A., The Cleveland Public Library, the State Library Commissions, Reading Circles, Departments of Education, etc.

All books are bound in cloth unless otherwise indicated.

The usual discounts will be made to the clergy, to teachers, and to libraries.



# The Harper Juveniles

**T**HIS catalogue has been prepared as a convenient guide in the selection of the best books for young readers. The preparation of these books has involved years of productive effort on the part of many of the most popular writers, and it also represents the most careful study of the demands of young readers on the part of the largest and oldest of American publishing houses. The Harper Juveniles are famous everywhere, and the long list, covering every department of literature, is constantly enriched by the addition of tempting new features.

In this day of the multiplication of books, not always with regard to quality, it becomes a matter of necessary and practical convenience to be able to consult a selected list where the books in the different departments are both interesting and trustworthy. Such a list is afforded by the broad field of this catalogue, which ranges from fairy tales to history, and from pictures for the little ones, adventures and stories of all kinds for boys and girls, to biography and science. Books make the best presents. They exert a silent but most potent influence which renders their selection a matter of the first importance. This list offers books which are interesting, popular, and safe. It is a list which booksellers can place before boys and girls, parents, librarians, and teachers interested in supplementary reading and in selections for school libraries, with a certainty that a choice will give satisfaction and induce more purchases.

The best writers of the day are among the authors of Harper's Juveniles. The appearance of so many of the most distinguished of living authors in a juvenile list is a striking fact. For example, there are the delightful books of Howard Pyle, side by side with stories by those eminent American writers of fiction Mark Twain and W. D. Howells, and tales by widely known authors like Ellen Douglas Deland, Henry Van Dyke, Mary E. Wilkins Freeman,



## INTRODUCTION

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Thomas Nelson Page, T. A. Janvier, Molly Elliott Seawell, Robert W. Chambers, Ruth McEnery Stuart, Mrs. E. B. Custer, and Mrs. Margaret E. Sangster. Other names of distinction, like those of Conan Doyle, Owen Wister, Richard Harding Davis, Irving Bacheller, and, among the masters of the past, Thackeray, Dickens, Reade, and George Eliot appear in Harper's "Library of Great Novels," principally historical, carefully selected to meet the requirements of young readers who have outgrown purely juvenile books.

Among authors who are identified more closely with juvenile literature are Kirk Munroe, with a long list of always popular stories, James Otis, W. O. Stoddard, Gertrude Smith, whose delightfully illustrated books fascinate younger children, Mrs. Lucy C. Lillie, James Barnes, author of thrilling tales from American history, Peter Newell, author as well as the quaintest of illustrators, Albert Bigelow Paine, and Sophie Swett.

An illustration of the interest and sterling quality of the Harper Juveniles is found in the fact that the list offers so many books which have already become classics in juvenile literature. For example, this list presents the famous Abbott Biographical Histories, to which Abraham Lincoln paid a remarkable tribute. A second set of books which has a lasting popularity is the well-known historical series of Charles Carleton Coffin, picturing the history of our country from its beginning to the close of the Civil War. The most popular historical romance by an American author, General Lew Wallace's "Ben-Hur," is also included in this list for the benefit of older boys and girls, together with "The First Christmas," a tale selected from this famous novel, and the richly illustrated "Chariot Race." Among other books in this group is Colonel Knox's well-known "Boy Traveller Series," which in its field has never been excelled.

Realizing the demand for the very best editions of children's classics, Messrs. Harper & Brothers publish definitive, uniform editions of "Robinson Crusoe" and "The Swiss Family Robinson," superbly illustrated with pictures of an artistic quality rarely seen in such books. The finest edition of the famous books of Lewis Carroll, and "Favorite Fairy Tales," with illustrations by Peter Newell, are among the examples of classic juvenile literature in the most artistic dress.

## INTRODUCTION

Quite independently of the Abbott and Coffin books, the Harper Juveniles include a most inviting selection of books of history told for younger readers. Baldwin's "Stories from English History," Creasy's "Decisive Battles," "Decisive Battles of America," Harper's "Strange Stories" series, Drake's "Indian History," and the histories of Lossing and others are among the books of this class which are supplemented by a variety of historical romances. In different fields, there are the new Harper's "Adventure Series" and "Athletic Series."

The fairy tales, myths, and legends which every child will like to know are presented in a remarkable group of books. Among them is Miss Mulock's "Fairy Book," in which the author of "John Halifax" has shown an unequalled comprehensiveness and tact in selection. There are also Anna Alice Chapin's tales of the Nibelungen, which explain for children the mythological romances used by Wagner in his operas. This group includes Laboulaye's "Fairy Tales of All Nations," and a variety of fairy stories, some original and some selected, which will hold the interest of younger readers.

In other fields it is possible only to touch upon such distinctive books as Rolfe's "Shakespeare the Boy," by the eminent Shakespearean scholar, or nature-study books by W. Hamilton Gibson and Ernest Ingersoll, or Harper's new series of "Practical Books," or Will Carleton's "Poems for Young Americans," or the new group of romantic life stories of the great discoverers and explorers of America, like Columbus, Balboa, and De Soto, by an author who is himself an explorer of distinction, Mr. F. A. Ober.

The appearance of Howells' "Boy Life," edited by Mr. Percival Chubb, for supplementary reading in the elementary schools, has been received with an appreciation which promises a large success for "Harper's Modern Series of Supplementary Readers," intended to present to American boys and girls selections from the best modern copyrighted literature, representing patriotic or national interests. The Howells Reader will be followed by Mark Twain Readers.

From the slight suggestions of these prefatory notes the reader will naturally turn to the pages which follow, and realize for himself that the Harper Juvenile list is unequalled in the distinction of the authors and the scope and interest of the books.

## INTRODUCTION

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The books in this catalogue are arranged alphabetically by the names of the authors. The subjects include:

### *FICTION.*

STORIES OF ADVENTURE.

STORIES OF MODERN LIFE.

HISTORICAL FICTION.

DESCRIPTIVE FICTION,

Picturing odd manners and customs, geographical features, and strange people.

FICTION FOR GIRLS,

Including stories by Ellen Douglas Deland, Mrs. Lillie, Sophie Swett, Molly Elliott Seawell, Ruth McEnery Stuart, and Mary E. Wilkins.

CLASSIC STORIES FOR CHILDREN.

TALES FOR LITTLE CHILDREN.

HARPER'S LIBRARY OF GREAT NOVELS.

*HISTORY—AMERICAN AND FOREIGN.*

*FAIRY STORIES AND FOLK-LORE TALES.*

*BIOGRAPHY.*

*TRAVEL AND ADVENTURE.*

*VERSE.*

*NATURE STUDY.*

*SCIENCE.*

*LITERATURE.*

*PICTURE BOOKS.*

*PLAYS AND FARCES.*

*HOUSEHOLD BOOKS.*

The accompanying text is descriptive. It is intended to give a clear idea of the contents of the books, which, it is believed, will be more helpful than quoted eulogies.

In order to aid in making selections, lists of titles have been added, arranged according to the ages or grades of readers, a classification which will be of service particularly to libraries, school superintendents, and teachers interested in selecting the best books for school libraries.

# The Harper Juveniles

ABBOTT, JACOB AND JOHN S. C.

*Abbotts' Biographical Histories. 32 Volumes. Printed and bound uniformly, with numerous illustrations and maps. Each 50 cents.*

I.

FOUNDERS OF EMPIRES

Alexander the Great  
Cyrus the Great  
Darius the Great  
Genghis Khan  
Peter the Great  
Xerxes

II.

HEROES OF ROMAN HISTORY

Hannibal  
Julius Cæsar  
Nero  
Pyrrhus  
Romulus

III.

EARLIER BRITISH KINGS AND QUEENS

Alfred the Great  
Margaret of Anjou  
Richard I  
Richard II  
William the Conqueror

IV.

LATER BRITISH KINGS AND QUEENS

Charles I  
Charles II  
Mary, Queen of Scots  
Queen Elizabeth  
Richard III

V.

QUEENS AND HEROINES

Cleopatra  
Hortense  
Josephine  
Madame Roland  
Marie Antoinette

VI.

RULERS OF LATER TIMES

Henry IV  
Hernando Cortez  
Joseph Bonaparte  
King Philip  
Louis XIV  
Louis Philippe

*Abraham Lincoln's Opinion of Abbotts' Histories.*—"I want to thank you and your brother for Abbotts' Series of Histories. I have not education enough to appreciate the profound works of voluminous historians; and, if I had, I have no time to read them. But your Series of Histories gives me, in brief compass, just that knowledge of past men and events which I need. I have read them with the greatest interest. To them I am indebted for about all the historical knowledge I have."

## HARPER'S SELECTED BOOKS

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### ABBOTT, JACOB

**Franconia Stories.** 10 Volumes. Illustrated. 60 cents each.

Agnes	Malleville	Mary Erskine
Caroline	Wallace	Mary Bell
Ellen Linn	Beechnut	Rodolphus
	Stuyvesant	

Charming stories of life in New England many years ago-

### ALDEN, WILLIAM LIVINGSTONE

**The Moral Pirates.** Illustrated by A. B. Frost. 148 pages. 60 cents.

The story of a vacation cruise made by four New York boys of twelve to fourteen years old. They fit out a large rowboat with spritsail and camping outfit, and cruise from the Harlem River up the Hudson to Troy, thence by canal to Schroon River and the lakes in the Adirondacks, where they camp for two weeks. They have all sorts of adventures, which give them the experience they lack and teaches them and the readers much practical knowledge about boating and camping.

**The Cruise of the "Ghost."** Illustrated by J. O. Davidson. 210 pages. 60 cents.

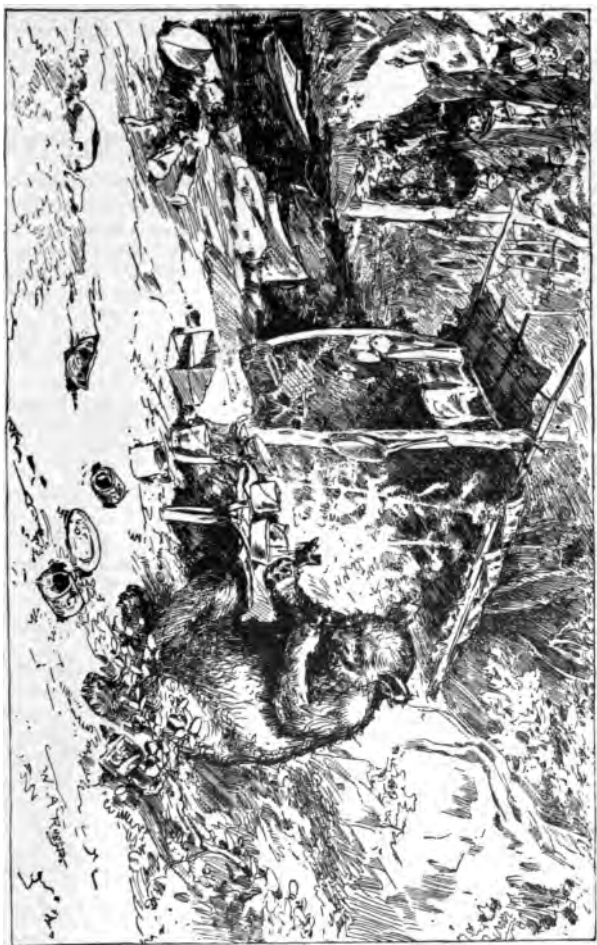
A sequel to "The Moral Pirates." The boys, with a young naval cadet, cruise in a twenty-foot catboat through the bays along the south shore of Long Island. The boys are a manly lot, and work like regular sailors, cooking their own food and making a genuine cruise. They meet river-pirates, drift out to sea in a fog, and have very exciting adventures.

**The Cruise of the Canoe Club.** Illustrated by W. A. Rogers. 166 pages. 60 cents.

This is a sequel to "The Cruise of the 'Ghost.'" The four boys cruise in canoes from Lake Memphremagog, Vermont, down the Magog, St. Francis, and St. Lawrence Rivers to Quebec. Thus the boys learn not only much about boating, camping, and outdoor life, but geography and nature as well, and the importance of self-reliance.

**The Adventures of Jimmy Brown, Written by Himself.** Illustrated by A. B. Frost and others. 236 pages. 60 cents.

This is a story of boyish pranks. Jimmy plays tricks on his sister Sue and her fiancé, Mr. Travers; organizes a circus and a balloon ascension; amuses himself with the monkey, and makes a series of scientific experiments with disastrous results to all concerned. His attempt to aid his sister by



*"They found a bear feasting upon the remains of their breakfast"  
From THE CRUISE OF THE CANOE CLUB*

## HARPER'S SELECTED BOOKS

printing and distributing hand-bill invitations to her wedding leads to an indefinite postponement of the ceremony and to Jimmy's being sent away to boarding-school.



"How that dog did pull"

From **THE ADVENTURES OF JIMMY BROWN**

**Jimmy Brown Trying to Find Europe.** Illustrated. 164 pages. 60 cents.

Jimmy is sent to live with his sister, who has now married Mr. Travers, while his parents are in Europe. Here he is up to his usual pranks, and, in consequence of a quarrel with Mr. Travers, decides to go to Europe. Provided with no better address than "Grand Hotel, Europe," Jimmy and a companion set out on a round-about route, which leads them eventually to Montreal. As stowaways on an ocean liner the boys reach France,

and the Brown family are reunited in Paris.

**A New Robinson Crusoe.** Illustrated by Barnard. 148 pages. 60 cents.

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[12]

## FOR YOUNG PEOPLE

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"A score of naked black figures running up the sand"

From THE BLOCKADERS

[11]

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[19]



**"Down she came upon a heap of dry leaves"**  
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“Why, it is a whole garden of solid yellow butterflies!”

From RIVER-LAND

[22]

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Lincoln's Home  
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[25]

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"The boy drove his spurs into the animal's flanks"

From CAPTURED BY THE NAVAJOS

[26]

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From DECISIVE BATTLES OF AMERICA

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"Mrs. Trinkett took an affectionate farewell the next day"

From OAKLEIGH

[30]

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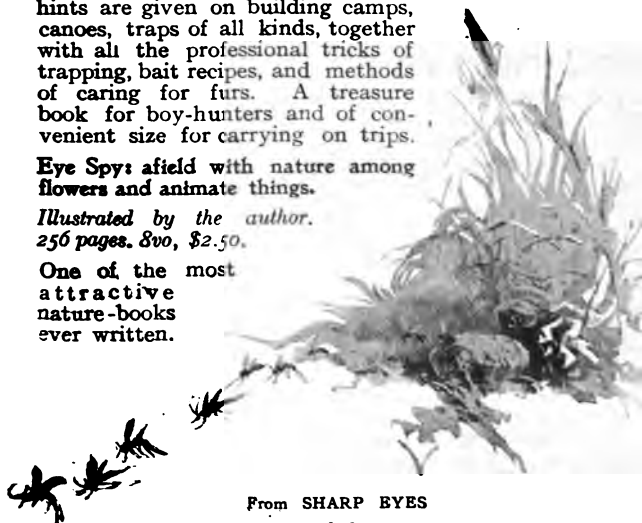
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[52]

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[53]



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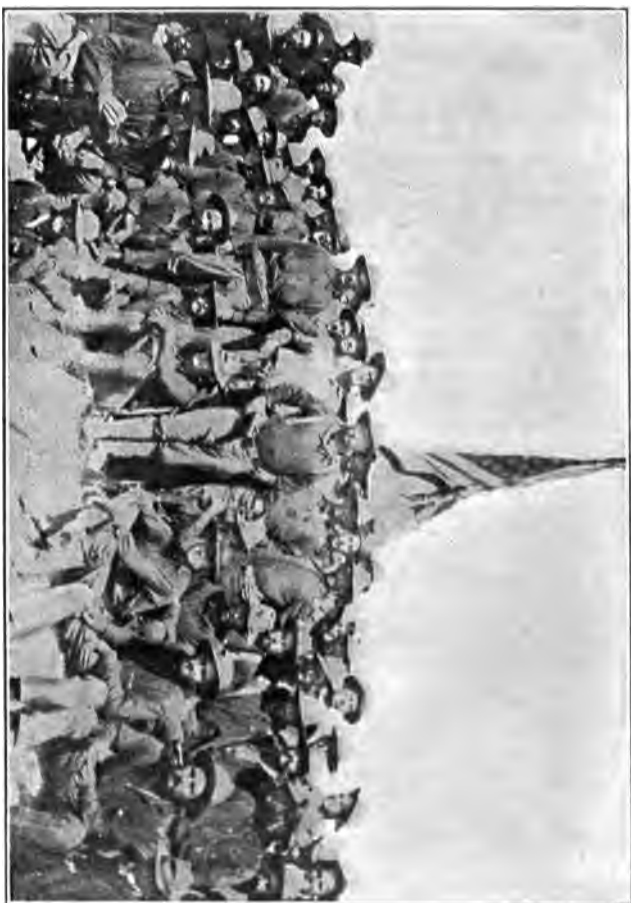
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[65]

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[69]



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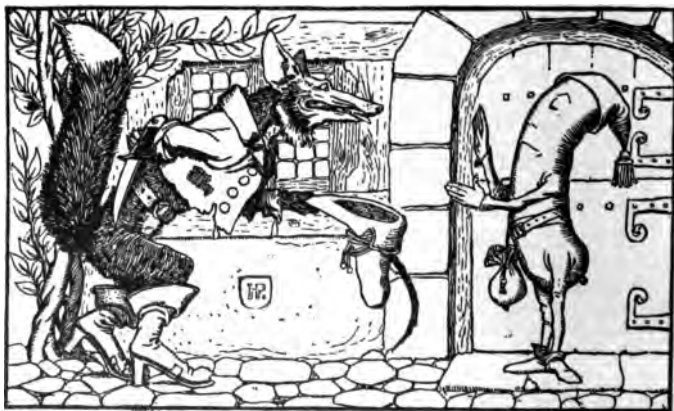
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[78]

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[81]

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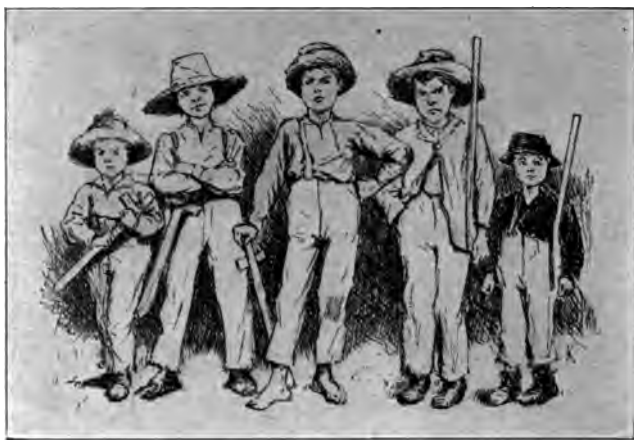


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[100]

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[104]

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